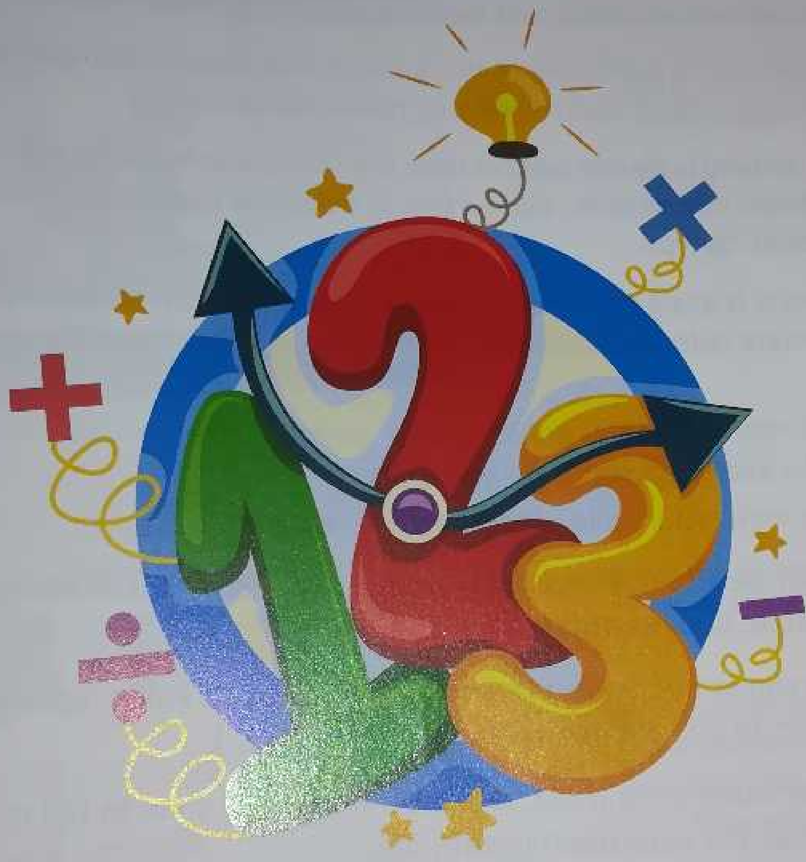
EL-MOASSER

PARENT'S GUIDE in MATHEMATICS



1st Primary

Second Term

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El Faggala - Cairo - Egypt
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General NOTES for parents

Dear parents...

This guide is intended to help you work with your child to improve his / her high ordered thinking (H.O.T.) in mathematics.

It contains activities which are arranged according to the daily practice at school. Each of them has been prepared in harmony with what your child learned at school, and focusing on specific skills.

You will find in each page of this guide, a hint about what your child learned at school, and the related home activities.

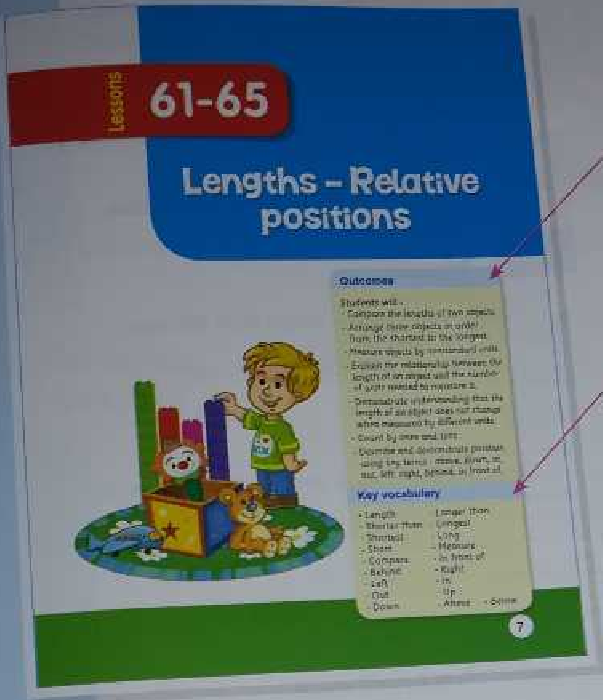
Each activity is clearly labeled with the skill it teaches, and with some additional information, and further activities or experiments written especially for you.

The book is designed in an artistic and beautiful way, to make your child appreciate colorful illustrations and have fun doing the different exercises.

For a better use of this guide, and for getting better results, here are some remarks and suggestions for you, parents :

- Try to make your child's learning time secure and happy.
- Do your best to transmit the message that learning is challenging, enjoyable, and rewarding.
- When you are working with your child using this guide, encourage him / her to talk and to explain (Why? How? ...)
- Connect math to daily life, and encourage your child to tell or show you how he or she uses math in daily life.
- Praise your child's successes and encourage his or her efforts.
- Offer positive help when your child makes a mistake, and treat errors as opportunities to help your child learn something new.

How to use this guide ?



Outcomes

Describe the skills your child will learn in this lesson.

Key vocabulary

New vocabulary your child need to learn through this lesson.

What your child has learned at school.

Help your child by reading the direction for him / her and let he / she answer the question.

Extra activities to share with your child at home.

Scan the QR code using your phone and let your child enjoy learning math through playing games.

How to use this guide ?

Daily activities

The activities in this book are arranged according to the sequence of the daily practice in the class.

Title

The page title describes the skills your child will learn in the pages.

Stickers

Place a sticker on each page as your child finish.

Directions

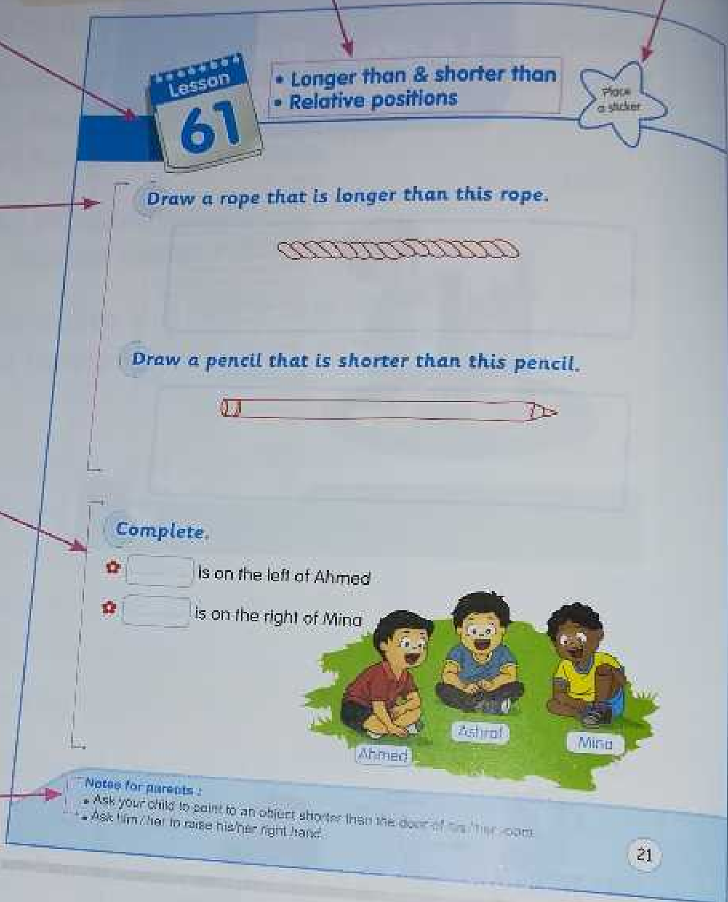
What your child needs to do for the activity.

Lots of practice

Let your child answer the question, then review the child's work.

Extra Activities

Extra activities you might want to do with your child to further reinforce the skill or simply make it more enjoyable.



Lesson 61

- Longer than & shorter than
- Relative positions

Place a sticker

Draw a rope that is longer than this rope.

Draw a pencil that is shorter than this pencil.

Complete.

- ☐ is on the left of Ahmed
- ☐ is on the right of Mina

Notes for parents :
- Ask your child to point to an object shorter than the door of his/her room.
- Ask him/her to raise his/her right hand.

Step - by - step learning

Step 1 **Read** the directions for your child.

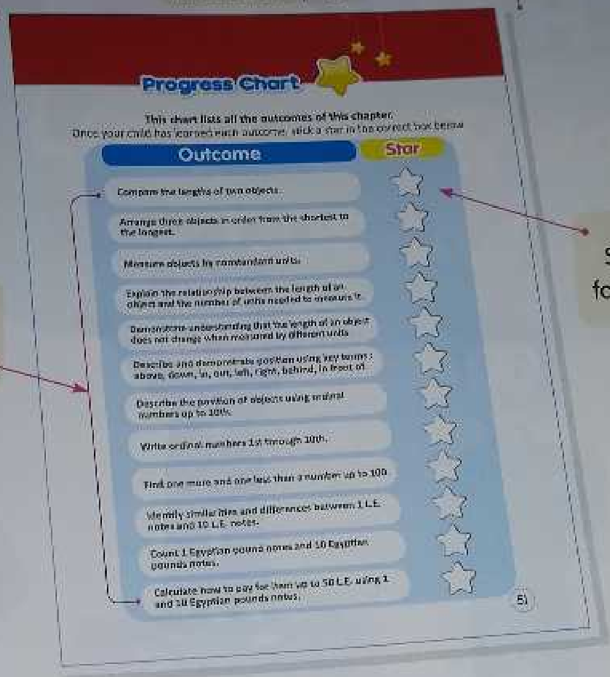
Step 2 **Explain** the skills. Make sure that your child understand what to do.

Step 3 **Help** your child put a sticker at the top of each page as he/she complete it.

How to hold a pencil

It is important that you help your child hold his/her pencil in the correct way as shown here to ensure your child develop the right technique early on.

Assessment page



Progress Chart

This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Compare the lengths of two objects.	
Arrange three objects in order from the shortest to the longest.	
Measure objects by nonstandard units.	
Explain the relationship between the length of an object and the number of units needed to measure it.	
Demonstrate understanding that the length of an object does not change when measured by different units.	
Describe and demonstrate position using key terms : above, down, in, out, left, right, behind, in front of	
Describe the position of objects using ordinal numbers up to 10th.	
Write ordinal numbers 1st through 10th.	
Find one more and one less than a number up to 100	
Identify similarities and differences between 1 L.E. notes and 10 L.E. notes.	
Count 1 Egyptian pound notes and 10 Egyptian pounds notes.	
Calculate how to pay for them up to 50 L.E. using 1 and 10 Egyptian pounds notes.	

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The learning outcomes

Stick a star for your child.

When your child has completed the book, fill in the certificate with his / her name and give it to him / her as a prize.

CHAPTER 1

Lessons 61-65 : Lengths - Relative positions

Lessons 66-67 : Ordinal numbers

Lesson 68 : One more & one less

Lessons 69-70 : Money

Lessons **61-65**

Lengths - Relative positions

Outcomes

Students will :

- Compare the lengths of two objects.
- Arrange three objects in order from the shortest to the longest.
- Measure objects by nonstandard units.
- Explain the relationship between the length of an object and the number of units needed to measure it.
- Demonstrate understanding that the length of an object does not change when measured by different units.
- Count by ones and tens.
- Describe and demonstrate position using key terms : above, down, in, out, left, right, behind, in front of.

Key vocabulary

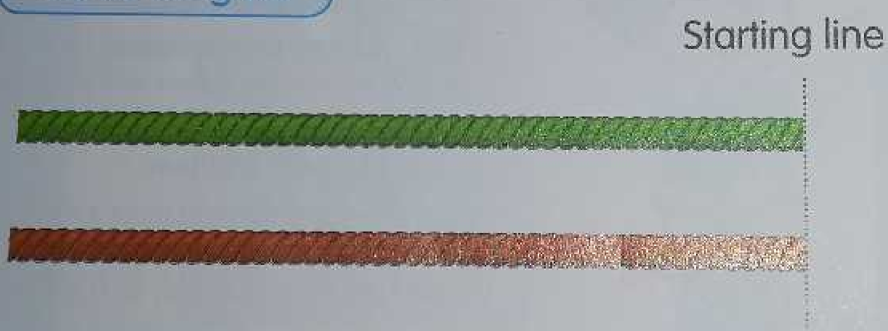
- Length
- Shorter than
- Shortest
- Short
- Compare
- Behind
- Left
- Out
- Down
- Longer than
- Longest
- Long
- Measure
- In front of
- Right
- In
- Up
- Above
- Below

Length

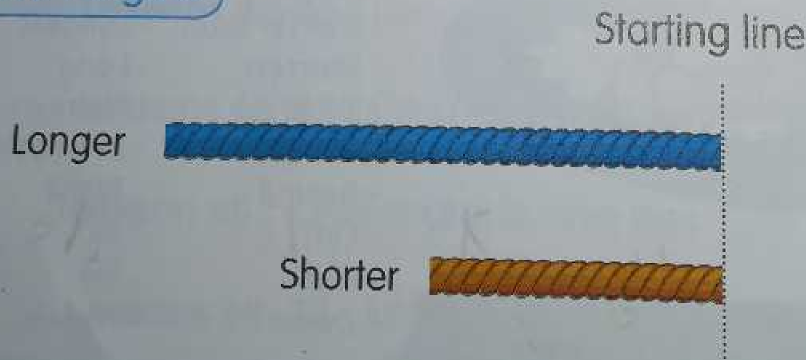
The length of an object is how long it is.

You can compare lengths using a starting line.

Same lengths



Different lengths



Notes for parents

What the student has learned at school :

The student compared the lengths of two objects.

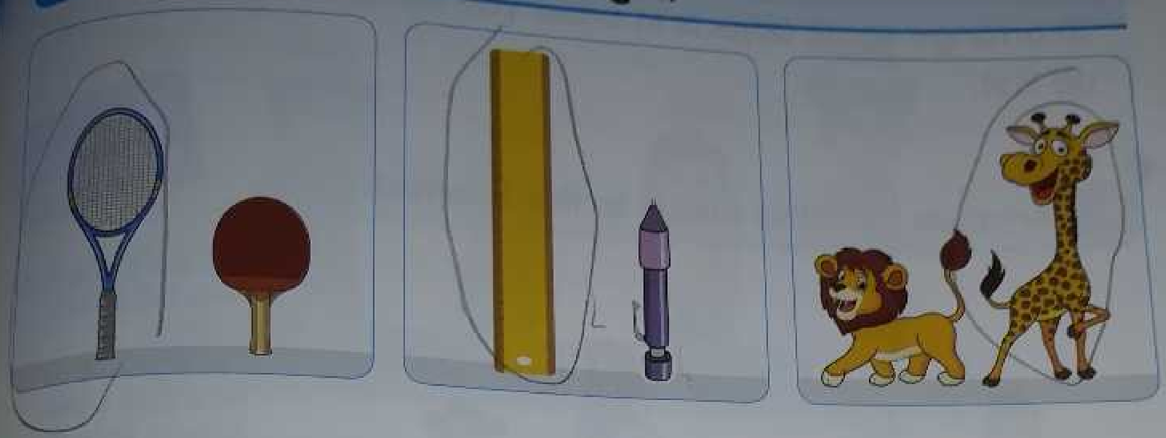
Activities at home :

- Invite your child to stand on a line on the floor and take a big step forward. Measure the length of the step with yarn. Cut off that length of yarn and give it to your child.
- Then have your child stand on the line again and jump. Measure the jump with yarn. Help your child compare the step and the jump by comparing the yarn lengths.

Calendar (Daily routine) :

Ask your child about today's date.

Circle the object that is longer.



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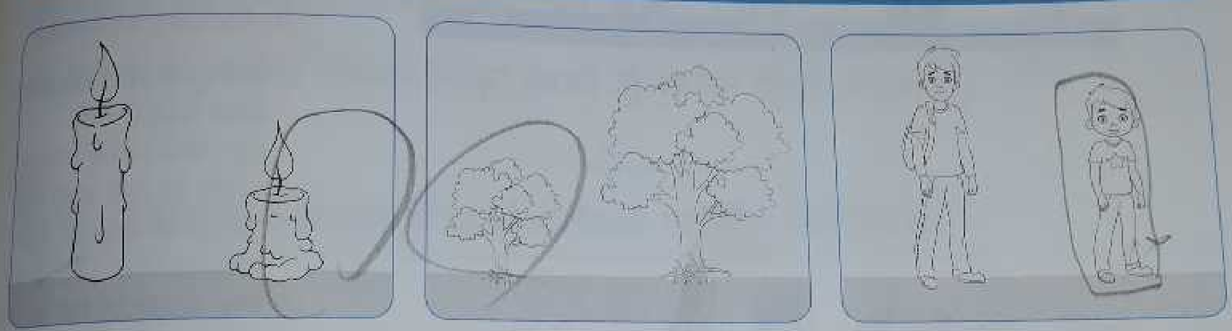
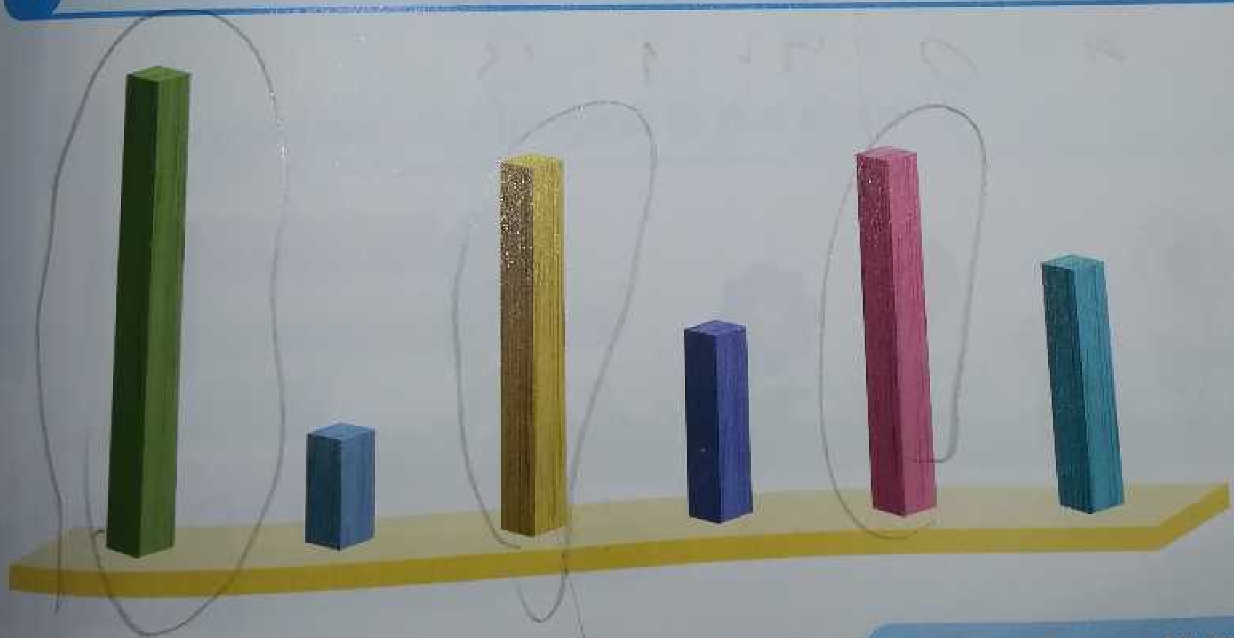


Circle the two objects that have the same length.



Arranging lengths

To arrange some objects in order you better line them up first.

Arrange from the tallest to the shortest.

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The student arranged some objects from the shortest to the longest.

Activities at home :

Bring some objects and line them up, then ask your child to tell you the longest object, the shortest object and the objects have the same length, then arrange them from the shortest to the longest.

Play & learn

Who is ?

- Who is the tallest ? Sally
- Who is the shortest ? Sara
- Who is taller than Sara and shorter than Hany ? ~~Andy~~ Sally

Arrange from the shortest to the longest.

D	E	B	C	A

Arrange from the longest to the shortest.

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Measuring length

How long is your desk ?
"Use popsicle stick as a length unit"

✿ It took 5 popsicle sticks to reach from start to end of the desk.

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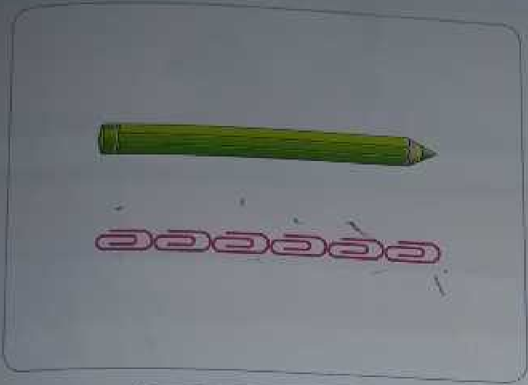
Play & learn

Measure the length of each object.



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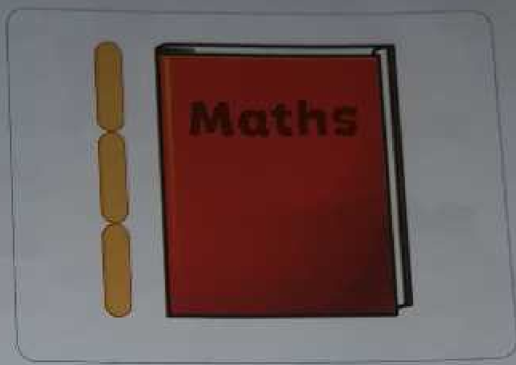

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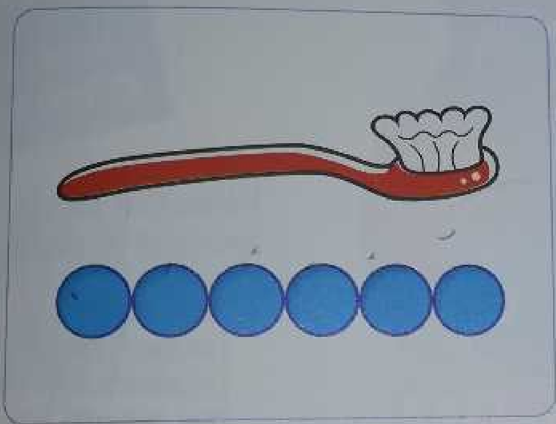

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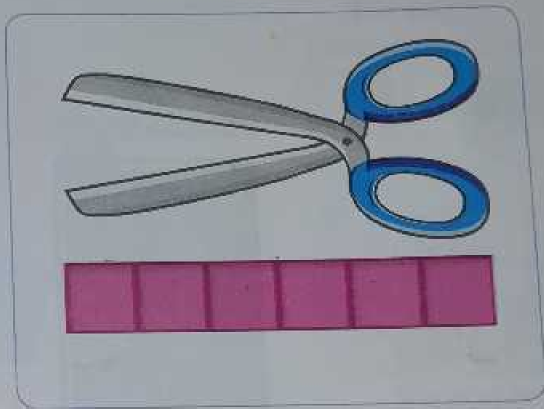

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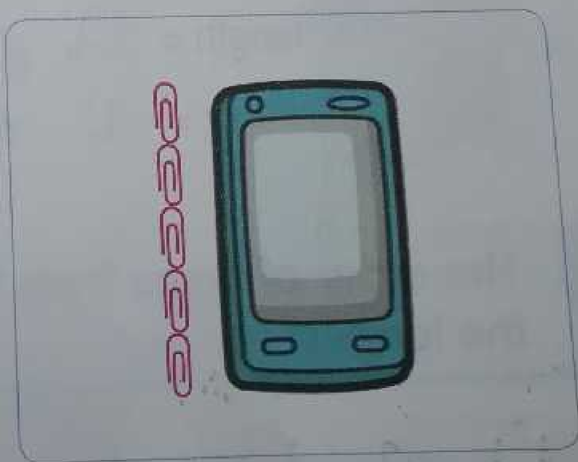
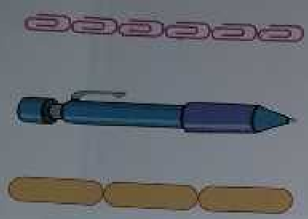


4

Use [bandage] as a length unit to measure the length of each item, then use [paper clip] as a unit to measure the same items.

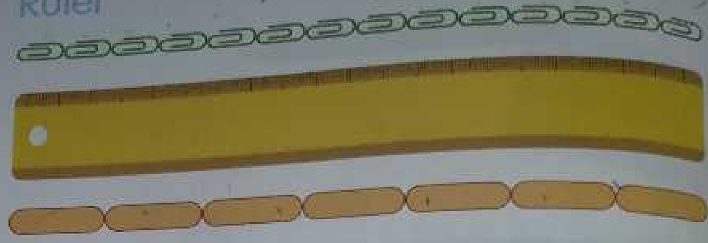
Pen



The length = 3 [bandage]

or = 6 [paper clip]

Ruler



The length = 7 [bandage]

or = 14 [paper clip]

Book

The length = 2 [bandage]

or = 4 [paper clip]

The order of items from the shortest to the longest is :

Pen , Book , Ruler

Notes for parents

What the student has learned at school :

The student recognized the relationship between the length of an object and the number of units needed to measure it. i.e. the longer object needs more units to be measured than the shorter one.

Activities at home :

- Trace your child's foot on a paper.
- Let your child use different units to measure the length of his/her foot.
- Ask your child to draw a picture of each unit used to measure and record how many.

Relative positions

The dog is going **down**

The dog is going **up**

The dog is **above** the house

The dog is **below** the house

The dog is **on the left of** the boy

The dog is **on the right of** the boy

The dog is **in front of** the house

The dog is **behind** the house

The dog is **in** the house

The dog is **out** the house

In front of / Behind

- The is **in front of** the
- The is **behind** the

Draw □ around what is **behind** the

Draw ○ around what is **in front of** the

Notes for parents

What the student has learned at school :

The student used the position words (in front of - behind - in - out - on the right of - on the left of - up - down) to determine the position of an object with respect to another.

Activities at home :

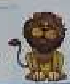
Ask your child to mention objects (in front of - behind - in - out .....) a certain object at home.

Play & learn

On the right of / On the left of

- The is on the right of .
- The is on the left of .

Draw ◯ around what is on the left of the

Draw △ around what is on the right of the 

In / Out

In	Out
• The is in the .	• The is out the .

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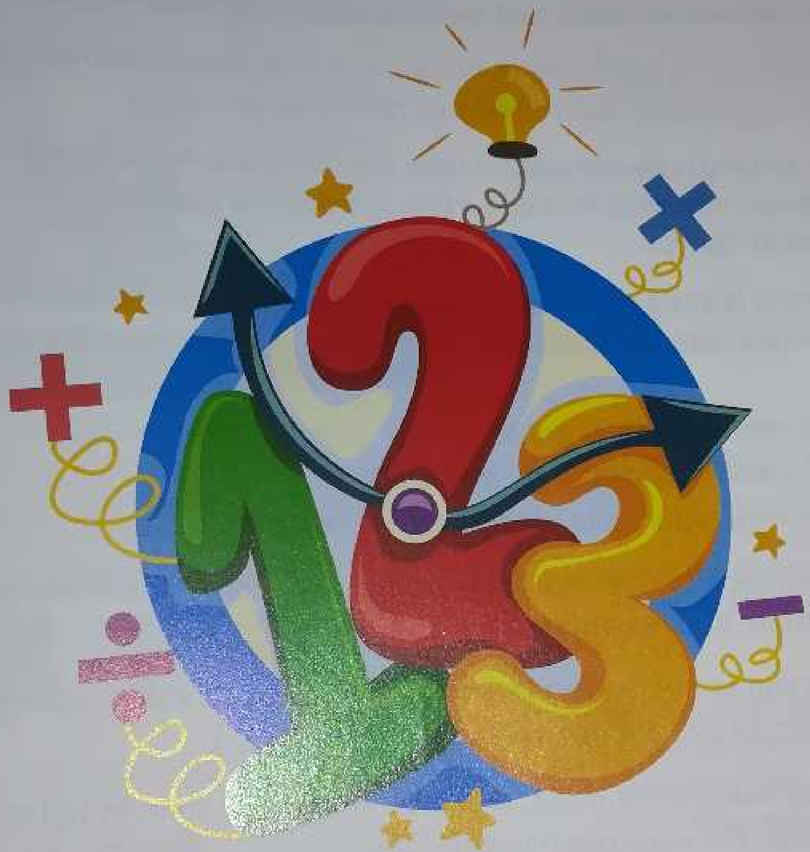

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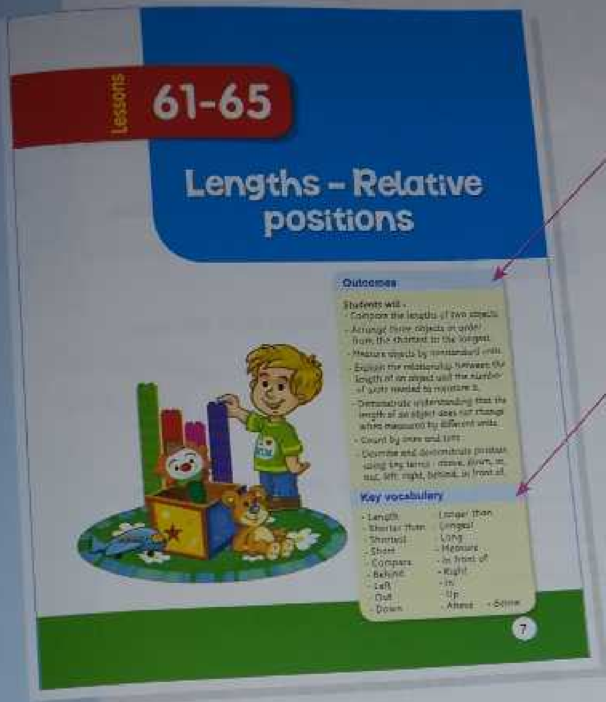

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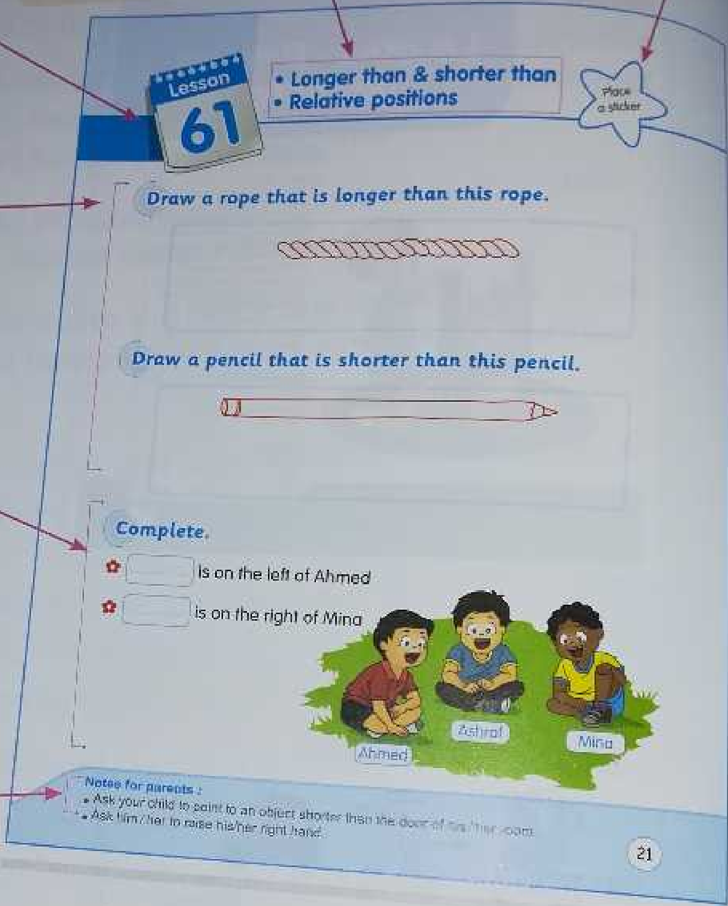

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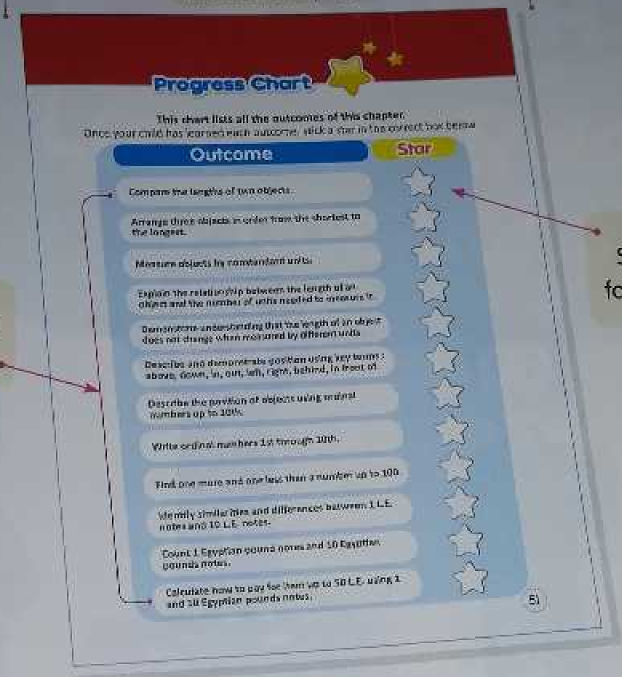

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CHAPTER 1

Lessons 61-65 : Lengths - Relative positions

Lessons 66-67 : Ordinal numbers

Lesson 68 : One more & one less

Lessons 69-70 : Money

Lessons **61-65**

Lengths - Relative positions

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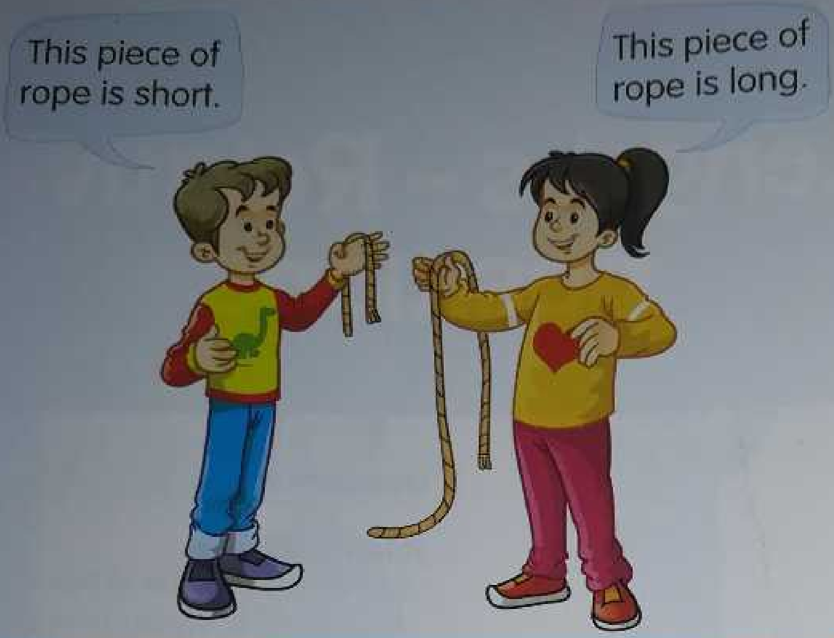
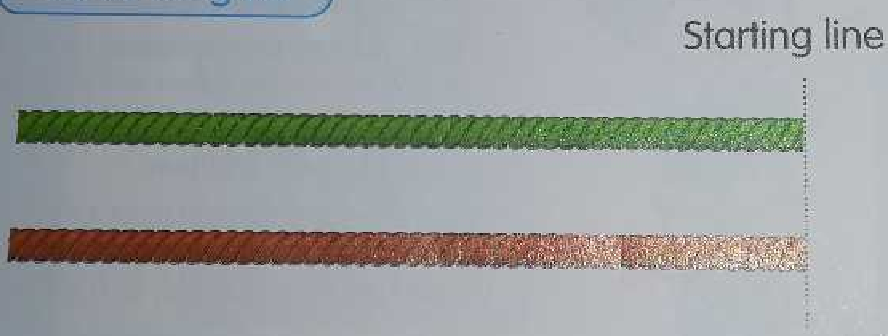
Length

The length of an object is how long it is.

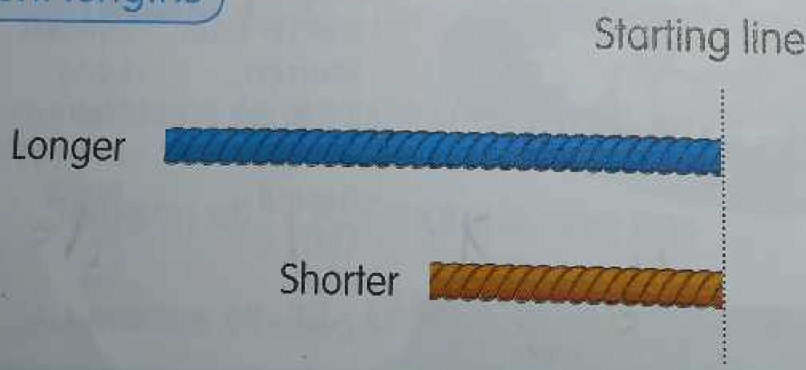


You can compare lengths using a starting line.

Same lengths



Different lengths



Notes for parents

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Activities at home :

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Calendar (Daily routine) :

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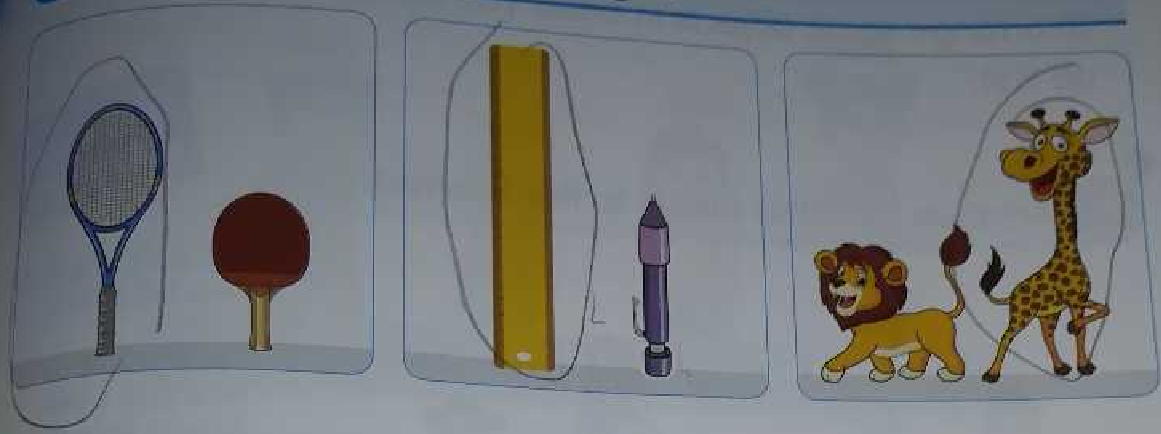
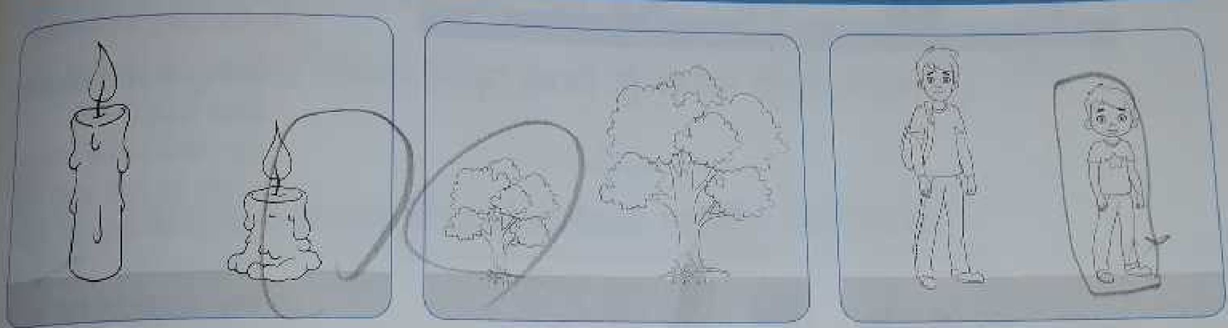
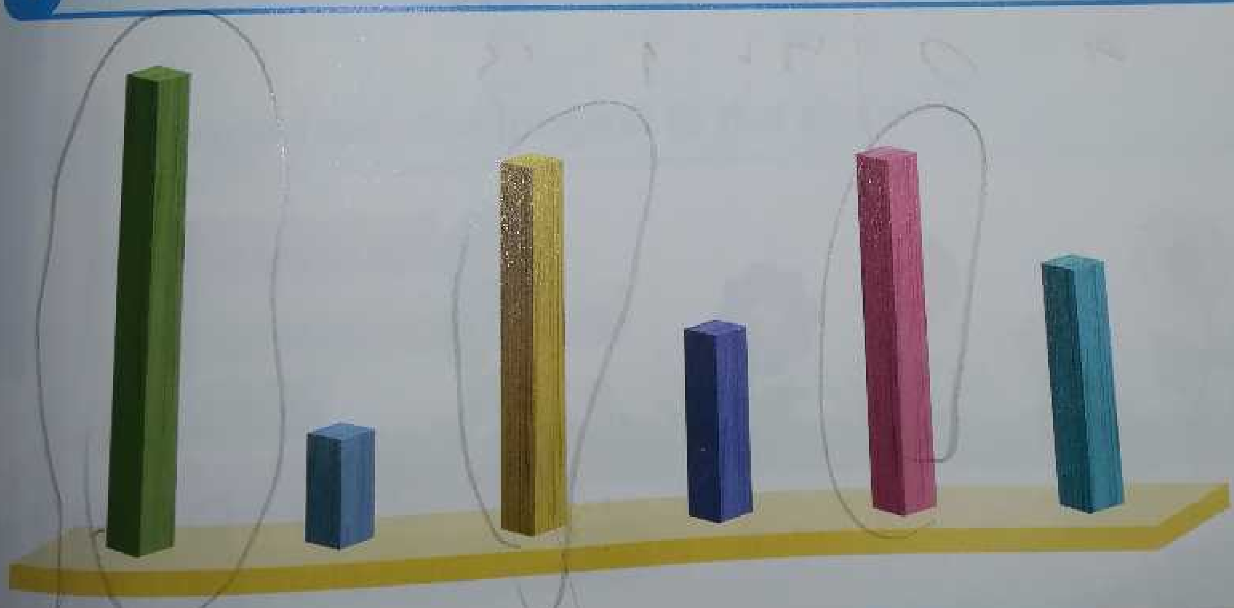
Circle the object that is longer.



Color the object that is shorter.



Circle the two objects that have the same length.



Arranging lengths

To arrange some objects in order you better line them up first.

Arrange from the tallest to the shortest.

3 1 5 2 4

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Notes for parents

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Activities at home :

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Play & learn

Who is ?

- Who is the tallest ? Sally
- Who is the shortest ? Sara
- Who is taller than Sara and shorter than Hany ? ~~Andy~~ Sally

Arrange from the shortest to the longest.

D	E	B	C	A

Arrange from the longest to the shortest.

E	B	D	C	A

Measuring length

How long is your desk ?
"Use popsicle stick as a length unit"

Notes for parents

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Activities at home :

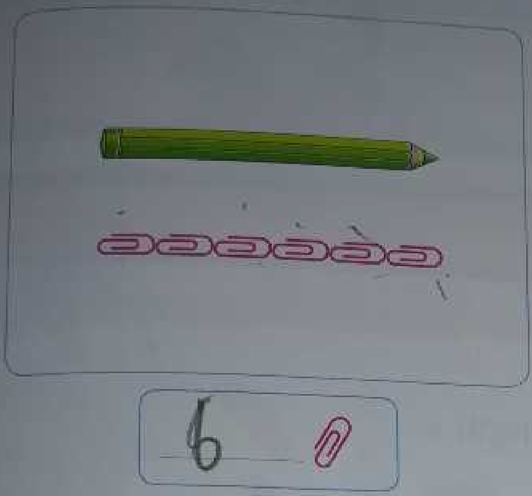
Place many objects in a paper bag. Ask your child to select an object and use paper clips to estimate its length.

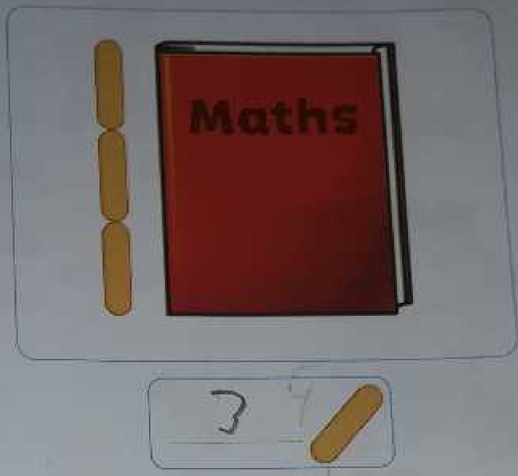
✿ It took 5 popsicle sticks to reach from start to end of the desk.

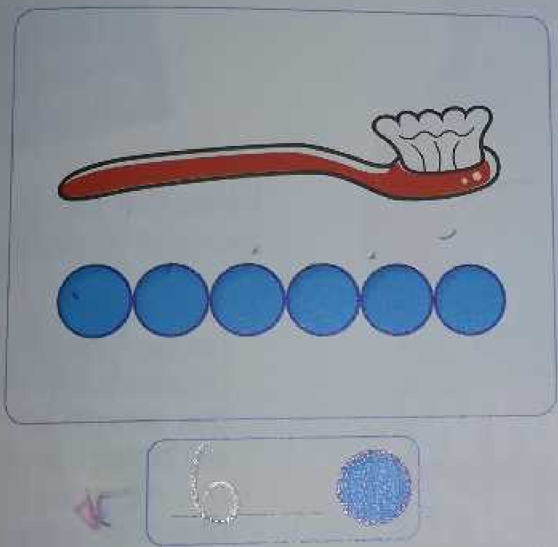
✿ The desk is 5 popsicle sticks long.

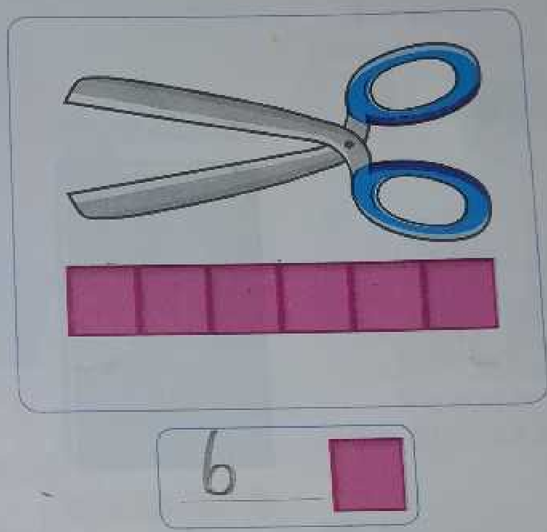
Play & learn

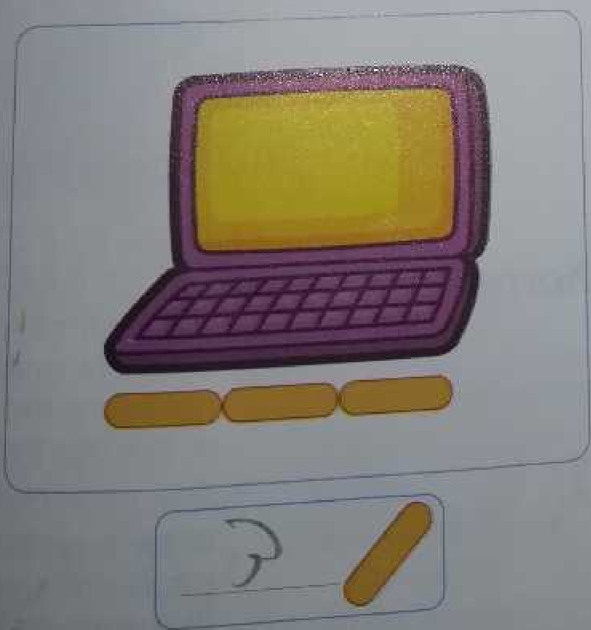
Measure the length of each object.





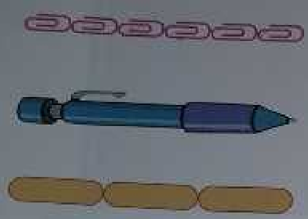






Use [plaster unit] as a length unit to measure the length of each item, then use [paper clip] as a unit to measure the same items.

Pen



The length = 3 [plaster units]

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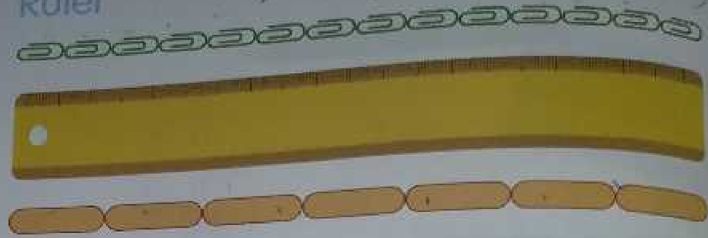
Ruler



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The student used the position words (in front of - behind - in - out - on the right of - on the left of - up - down) to determine the position of an object with respect to another.

Activities at home :

Ask your child to mention objects (in front of - behind - in - out .....) a certain object at home.

Play & learn

On the right of / On the left of

• The is on the right of . • The is on the left of .

Draw ◯ around what is on the left of the

Draw △ around what is on the right of the

In / Out

In	Out
• The is in the .	• The is out the .

Draw □ around what is in the

Draw △ around what is out the

Up / Down

Up

• The is going up .

Down

• The is going down .

Draw ◯ around what is going up.

Draw ◯ around what is going down.

Above / Below

Above

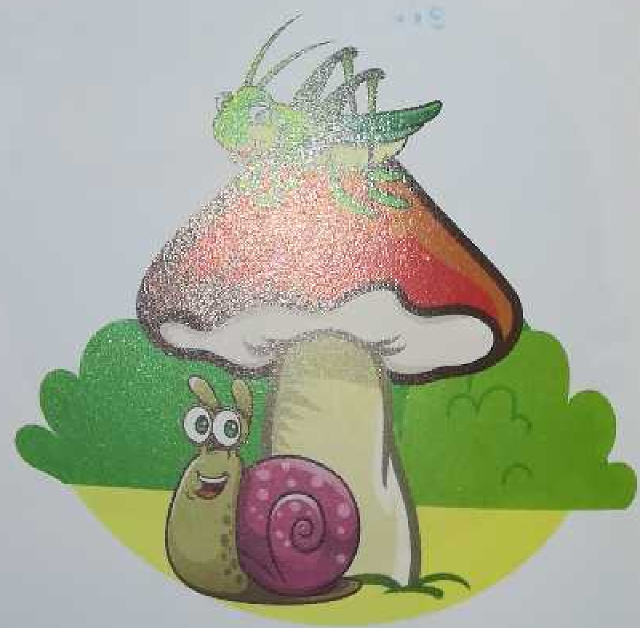
• The boy is **above** the diving board.

Below

• The boy is **below** the diving board.

Draw ☐ around what is **above** the table.

Draw ◯ around what is **below** the mushroom.



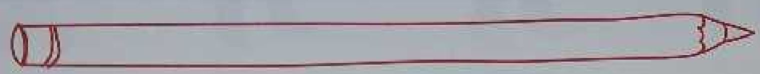
Lesson **61**

• Longer than & shorter than
• Relative positions

Place a sticker

Draw a rope that is longer than this rope.

Draw a pencil that is shorter than this pencil.



Complete.

- [ ] is on the left of Ahmed
- [ ] is on the right of Mina

Notes for parents :

- Ask your child to point to an object shorter than the door of his / her room.
- Ask him / her to raise his/her right hand.

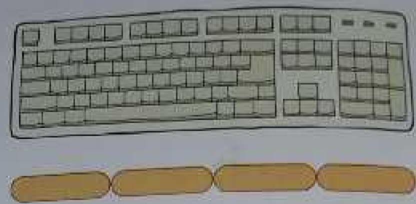
Lesson 62

• Measuring length
• Relative positions

Place a sticker

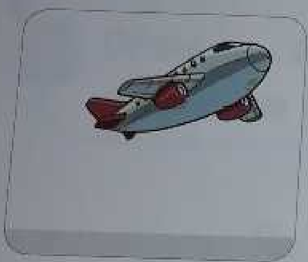
How long are these objects ?

The length is ________



The length is ________

Match.



In | Out | Up | Down

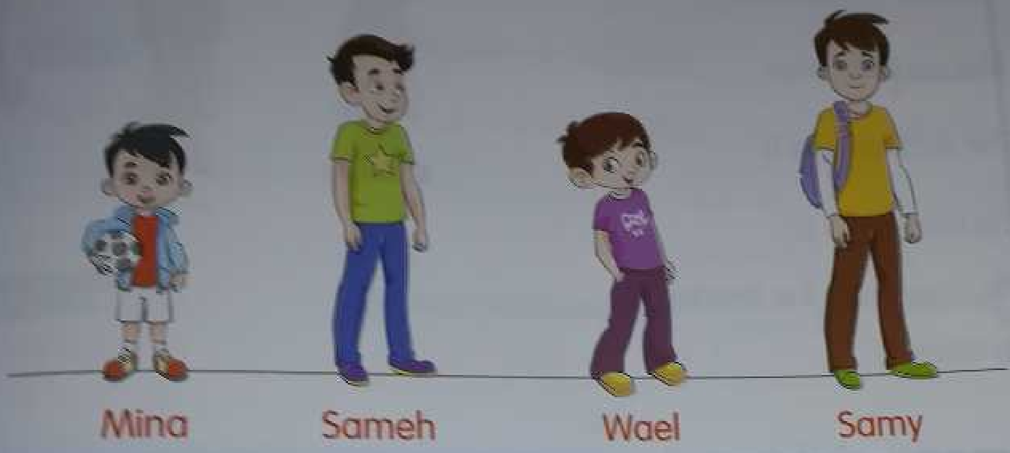
Notes for parents : Have your child to use a teaspoon to measure the length of the table.

Lesson 63

• Comparing lengths
• Relative positions

Place a sticker

Circle the one that is taller than Mina and shorter than Sameh.



Match.

Above

Below

Notes for parents :
- Ask your child to compare the heights of 2 bottles.
- Ask your child to use above and below to tell about objects in relation to his / her head and feet.

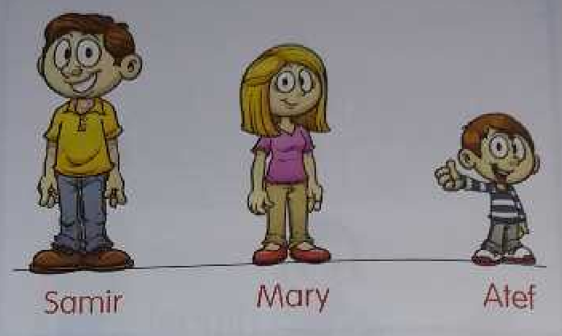
Lesson 64

- **Arranging lengths**
- **Relative positions**

Place a sticker

Complete.

- Mary is shorter than [ ]
- Mary is taller than [ ]
- The shortest one is [ ]
- The tallest one is [ ]
- The order from the shortest to the tallest is [ ] , [ ] , [ ]



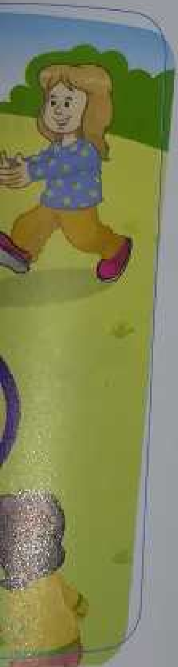
How many children ?

- There are [ ] children in the circle.
- There are [ ] children out the circle.

Notes for parents : Give your child some crayons that are different in length. Ask him/her to arrange them from the longest to the shortest.

Place a sticker

Atef



Lesson 65

- Measuring lengths
- Relative positions

Place a sticker

Measure the length of each of the following using paper clips as a unit.

You have 5 friends.

✿ Arrange your friends from the tallest to the shortest

Notes for parents : Ask your child to find an object at home that is about 10 paper clips.

Lessons 66-67

Ordinal numbers

Outcomes

Students will :

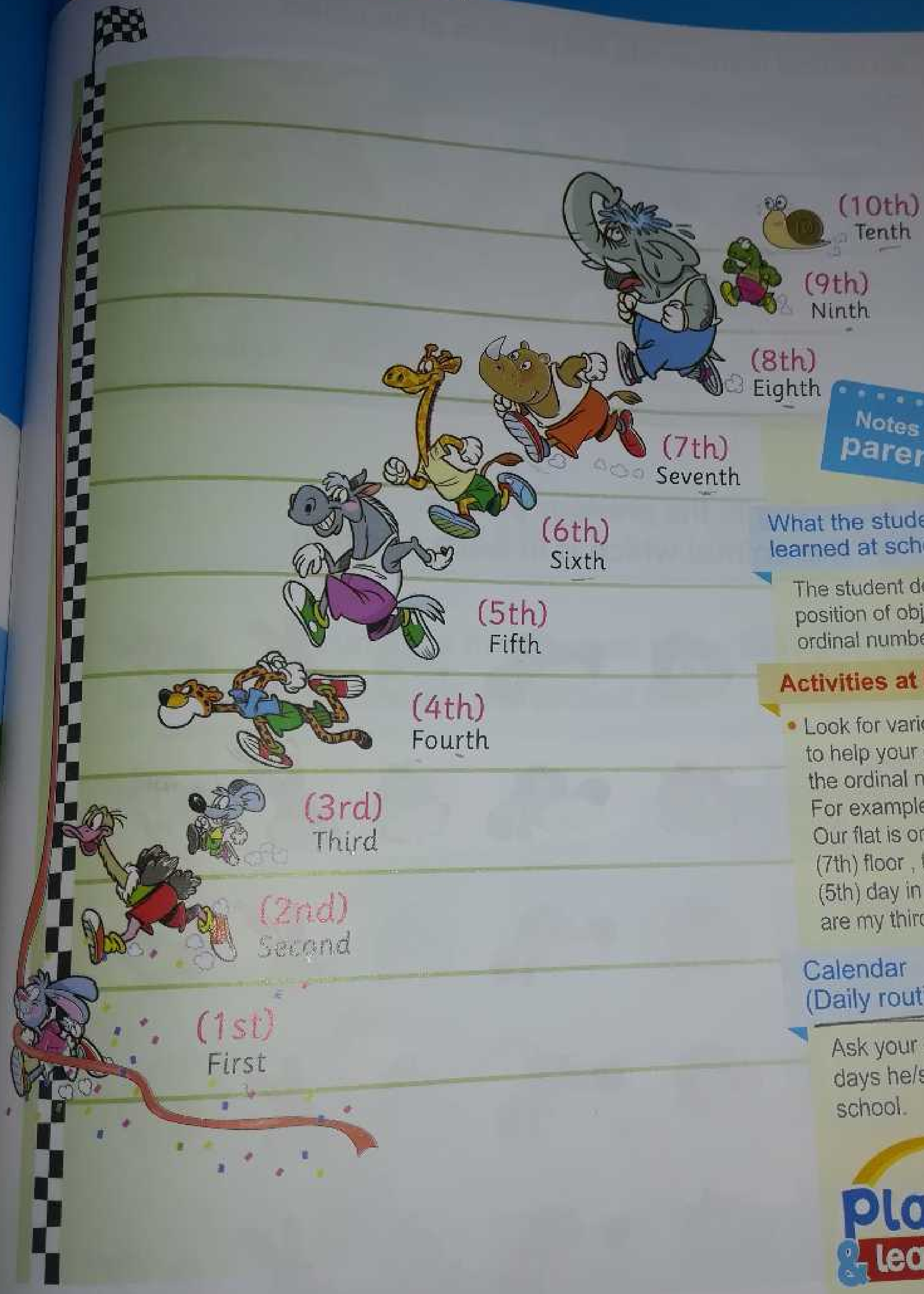
- Describe the position of objects using ordinal numbers to 10th
- Write ordinal numbers 1st through 10th.

Key vocabulary

Ordinal numbers :

- 1st - 2nd - 3rd - 4th - 5th - 6th - 7th - 8th - 9th - 10th -
- first - second - third - fourth - fifth - sixth - seventh - eighth - ninth - tenth

Ordinal numbers



Notes for parents

What the student has learned at school :

The student described the position of objects using ordinal numbers to 10th.

Activities at home :

- Look for various situations to help your child know the ordinal numbers.
  For example :
  Our flat is on the seventh (7th) floor , today is the fifth (5th) day in the month , you are my third (3rd) child.

Calendar (Daily routine) :

Ask your child to count the days he/she has been in school.

Play & learn

What is ordinal number ?

An ordinal number tells the position of an object.

According to the previous picture.
✓ the animal which is in each position.

Match.

third	fifth	fourth	first	second

Draw ◯ around the third person in the line and draw △ around the second one.

Write each person's position in the line.

4th				

Notes for parents

What the student has learned at school :

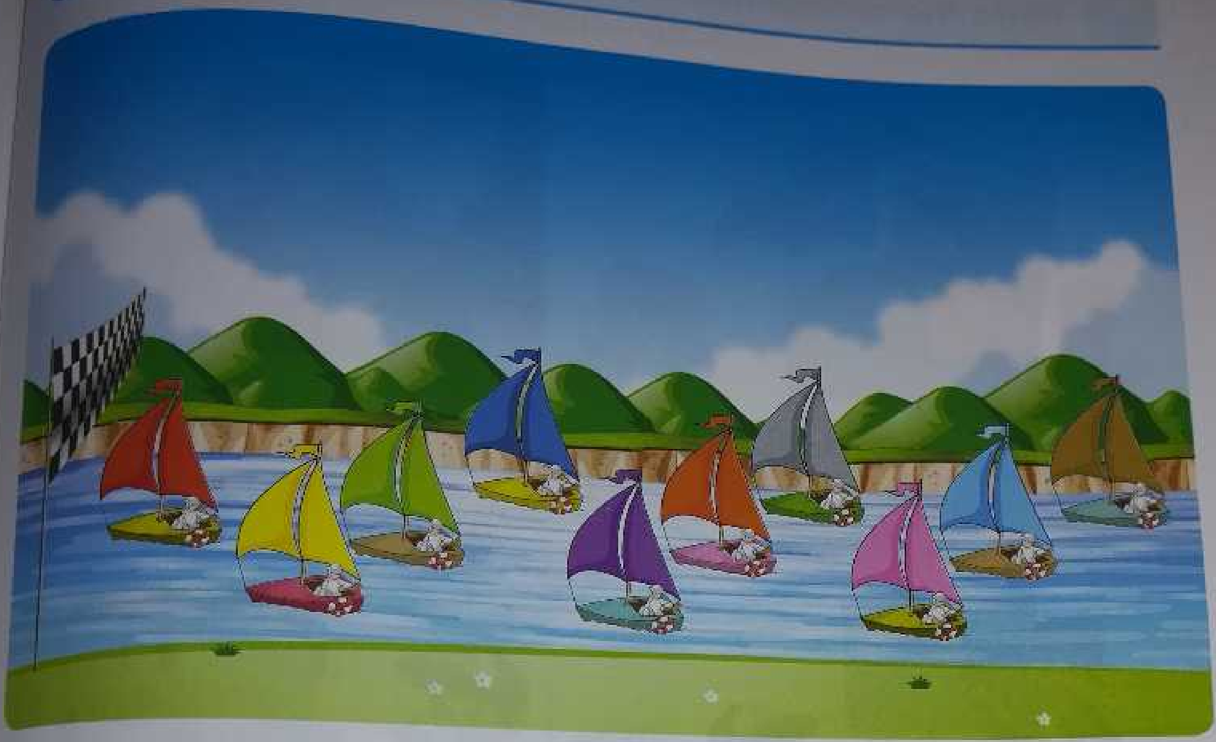
The student wrote ordinal numbers from 1st through 10th.

Activities at home :

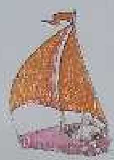
Help your child to draw some objects ordered in row and write the order of each object in letters.

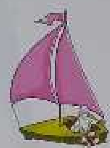
Play & learn

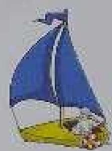
Complete.



2nd second







Write the ordinal number of your daily routine.

1st

Story order

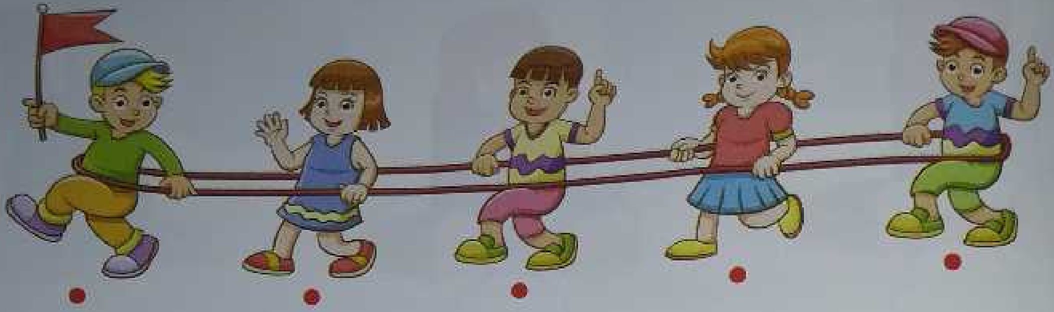
Write 1st to show what happened first.
Write 2nd to show what happened second.
Write 3rd to show what happened third.

Lesson 66

Ordinal numbers

Place a sticker

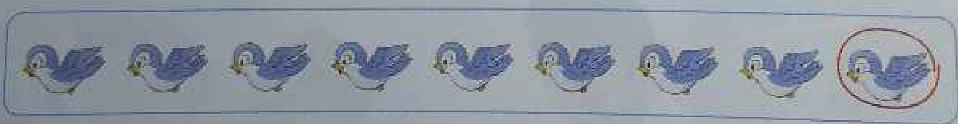
Match.



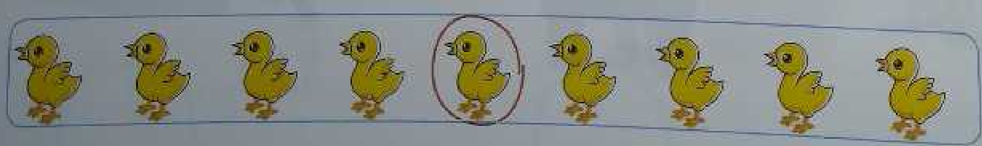
2nd 4th 1st 3rd 5th

Circle the word that tells the correct order of the circled picture (start from the arrow).

third fourth



first ninth



fifth sixth

Notes for parents : Ask your child to use words like first, second or third to describe the position of items in a row.

Lesson 67

Writing ordinal numbers

Place a sticker

Write the ordinal number. "1st , 2nd , ..."

Write the order of the underlined figure (start from the arrow).

fifth 5th

Notes for parents : Encourage your child to write 1st , 2nd , 3rd or .... to describe the position of any item in this page.

Lesson 68

One more & one less

Outcomes

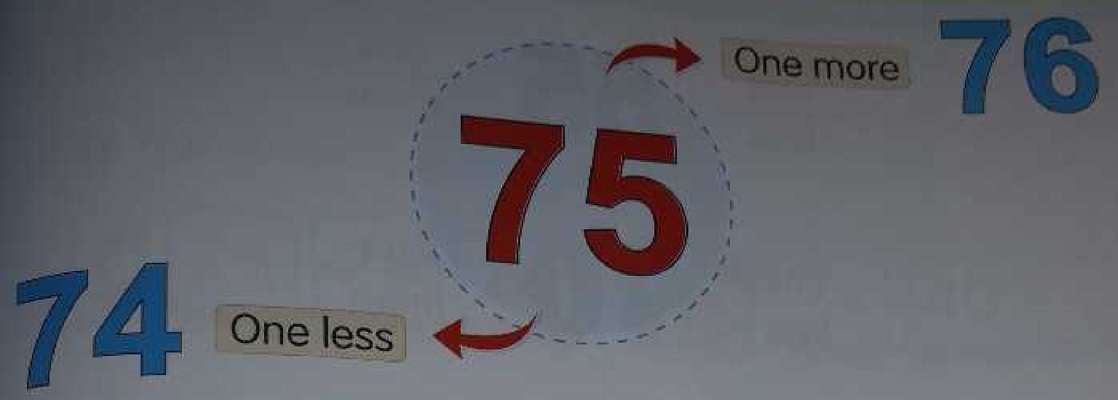
Students will :

- Find one more and one less than a number up to 100

Key vocabulary

- One more
- One less

One more - One less



Write the number that is 1 more.

15 → 16
22 → ____
60 → ____
39 → ____
81 → ____
66 → ____

Write the number that is 1 less.

86 → 85
44 → ____
59 → ____
90 → ____
31 → ____
19 → ____

Notes for parents

What the student has learned at school :

The student found one more and one less than a number up to 100.

Activities at home :

- Give your child a number and ask him / her to find the numbers one more and one less.
- Ask questions as : What is the number one more/one less our house number ?

Calendar (Daily routine) :

Ask your child to put x on his / her birthday on his / her calendar.

Complete.

☐	← one less	55	one more →	☐
☐	← one less	70	one more →	☐
☐	← one less	21	one more →	☐
☐	← one less	9	one more →	☐

Complete.

☐ is 1 more than 56

☐ is 1 more than 39

74 is 1 more than ☐

49 is 1 more than ☐

☐ is 1 less than 48

☐ is 1 less than 21

62 is 1 less than ☐

70 is 1 less than ☐

Complete.

☐	← one less	55	one more →	☐
☐	← one less	70	one more →	☐
☐	← one less	21	one more →	☐
☐	← one less	9	one more →	☐

Complete.

☐ is 1 more than 56

☐ is 1 more than 39

74 is 1 more than ☐

49 is 1 more than ☐

☐ is 1 less than 48

☐ is 1 less than 21

62 is 1 less than ☐

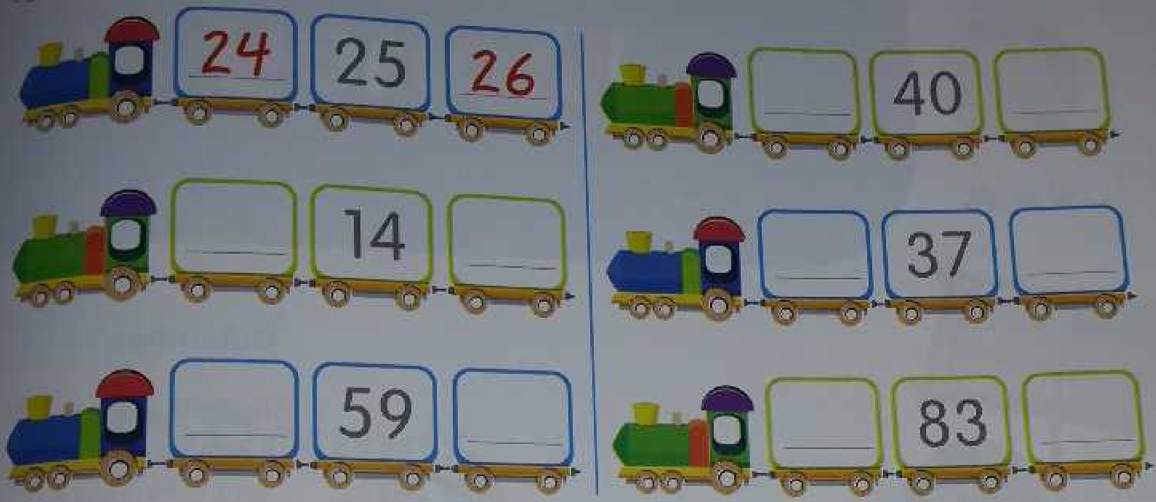
70 is 1 less than ☐

Lesson 68

One more - One less

Place a sticker

Write the missing numbers.



Write the number that is 1 more.

Write the number that is 1 less.

Notes for parents : Write any number and ask your child to tell you the number that comes after and the number that comes before this number.

Lessons **69-70**

Money

Outcomes

Students will :

- Identify similarities and differences between 1 L.E. notes and 10 L.E. notes.
- Count 1 Egyptian pound notes and 10 Egyptian pounds notes.
- Calculate how to pay for item up to 50 L.E. using 1 and 10 Egyptian pounds notes.

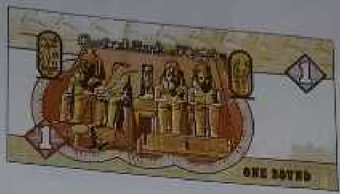
Key vocabulary

- Buy
- 1 L.E.
- 10 L.E.
- Money
- Pound
- Price
- Pay

Egyptian money

One Pound

Front



Back

Front

Back

Ten Pounds

Front

Back

Notes for parents

What the student has learned at school :

The student recognized 1 L.E. and 10 L.E.

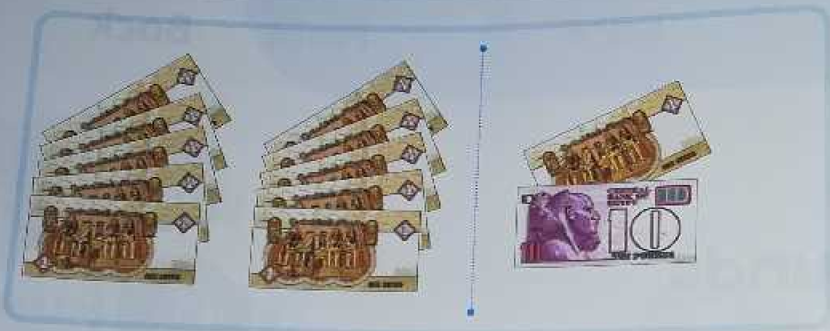
Activities at home :

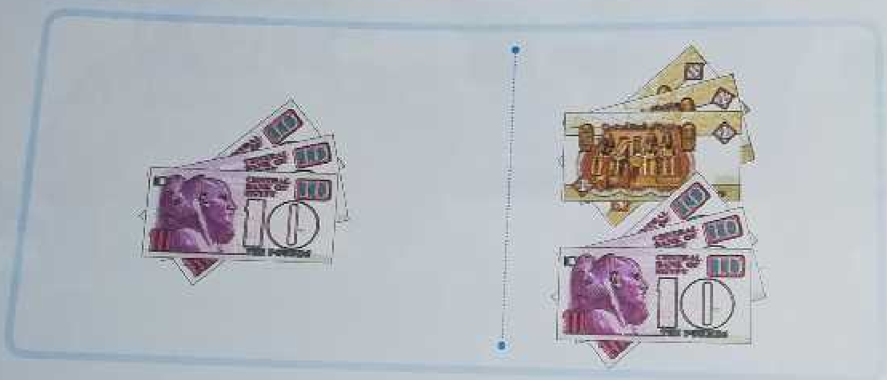
Give your child 1 pound note and 10 pounds notes and explain that 10 notes of 1 pound equal one note of 10 pounds.

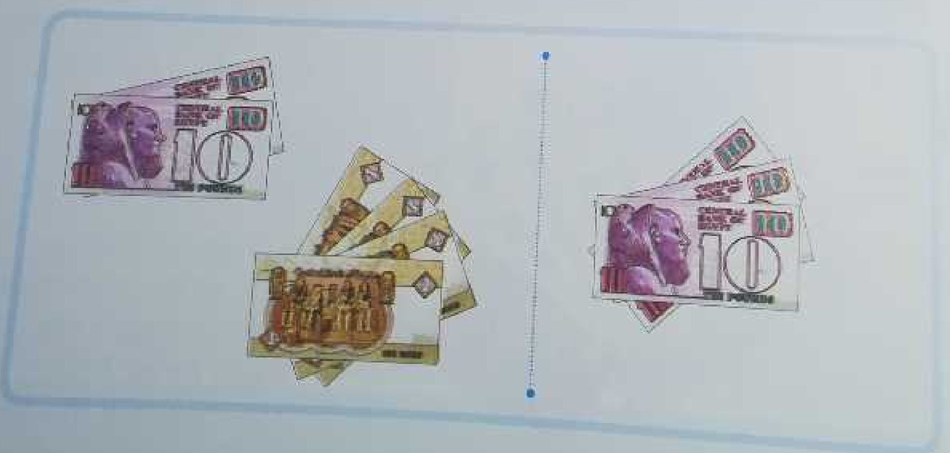
Calendar (Daily routine) :

Ask your child to look at the calendar, ask him/her : are there more Friday or Monday this month ?

Circle the amount that is more.







Notes for parents

What the student has learned at school:

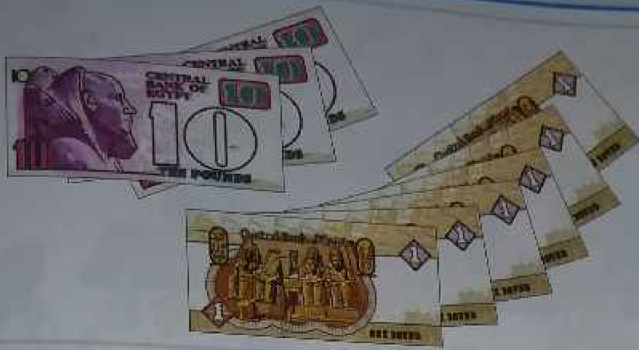
The student counted money and recognized that more notes doesn't necessary mean more money.

Activities at home:

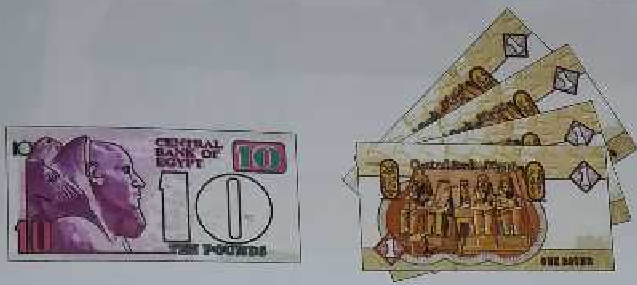
Show your child two groups of money within 50 L.E.

Have your child tell you the amount of each group. Then ask which amount is less.

Write the amount of each group.

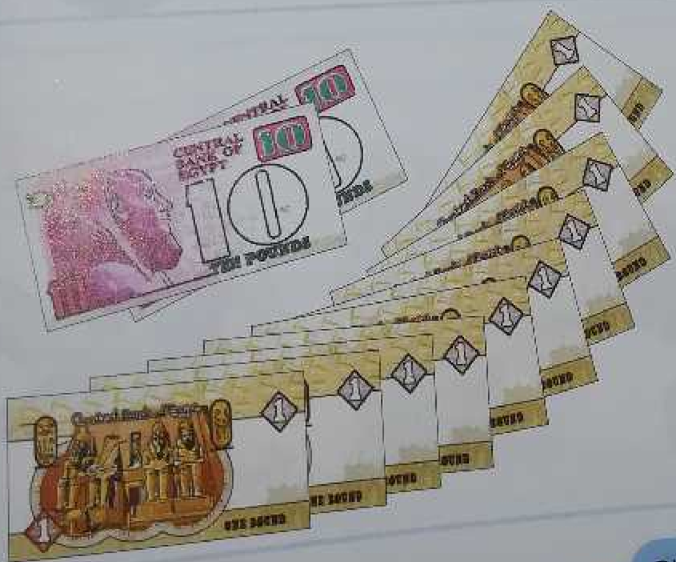


______ L.E.



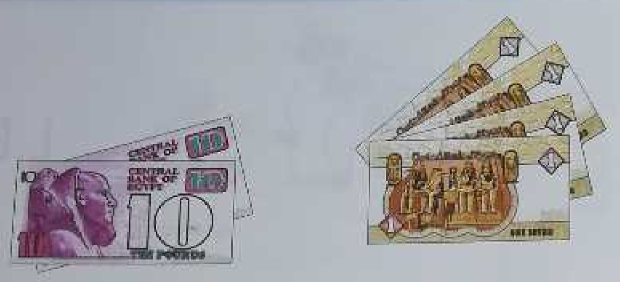
______ L.E.

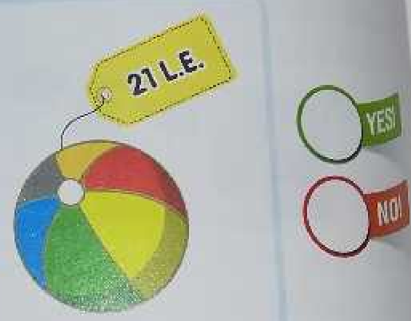
______ L.E.

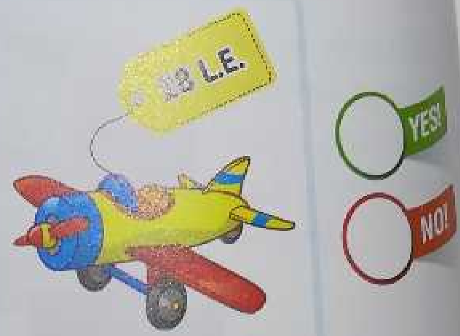


______ L.E.

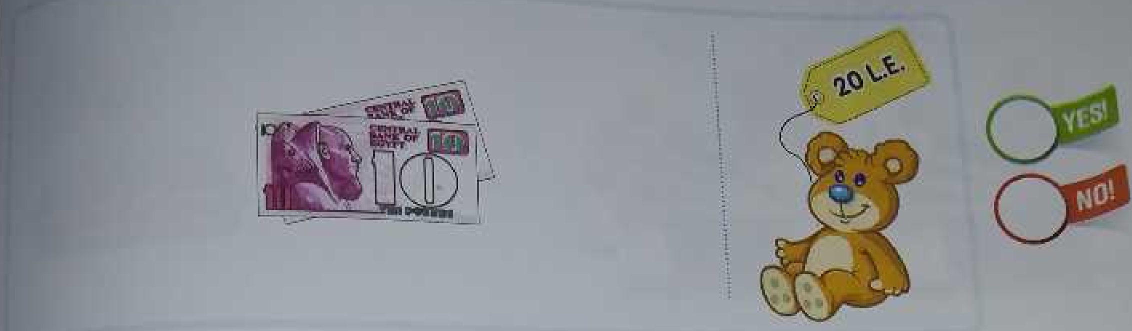
Can you buy it ? Yes or No.







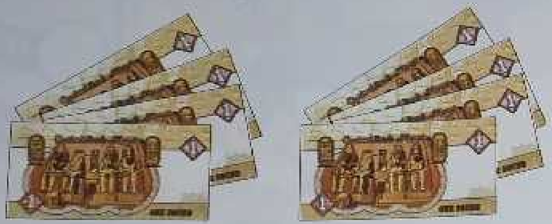
44 L.E.
YES!
NO!

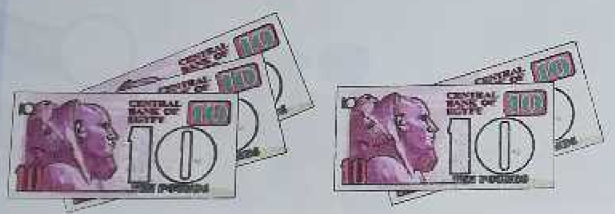

20 L.E.
YES!
NO!

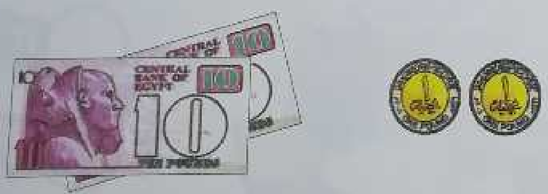
45 L.E.
YES!
NO!

33 L.E.
YES!
NO!

Match to the suitable price.





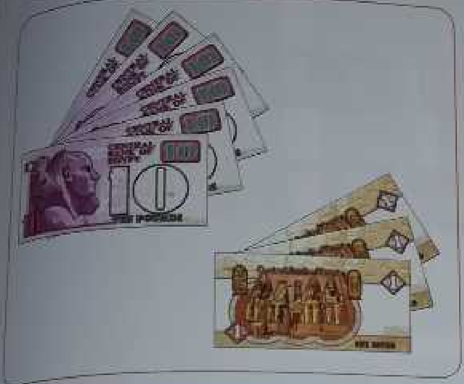


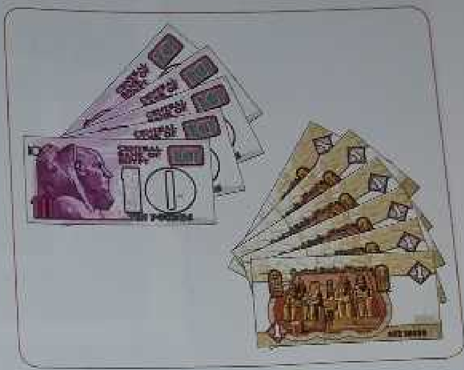
Lesson 69

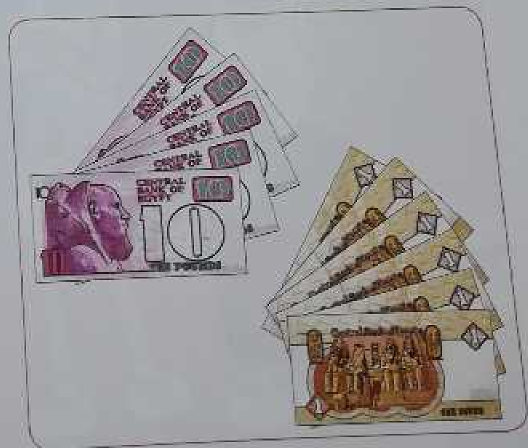
Comparing money

Place a sticker

Put >, < or =.





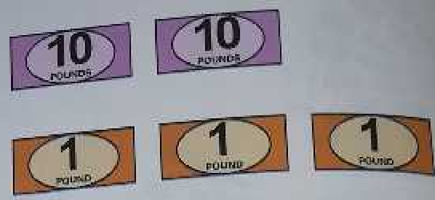


Notes for parents : Look at the prices in a newspaper advertisement. Ask your child to compare two prices by telling which is more and which is less.

Lesson 70

How much does it cost ?

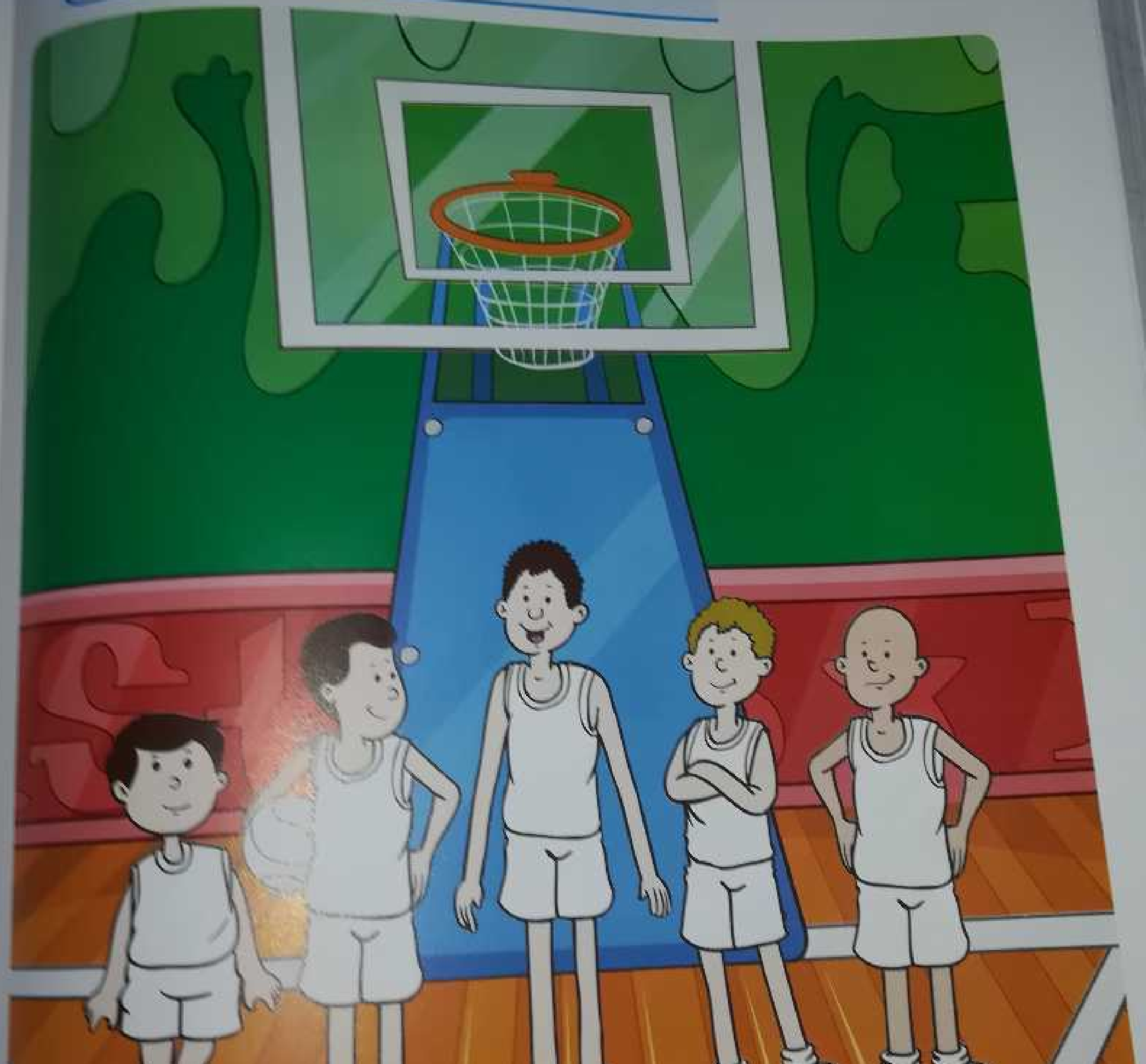
Draw notes to show the cost.



Notes for parents : Name an amount of money that is less than 50 L.E. Have your child to use 1 pound notes and 10 pounds notes to show the amount in different ways.

Art corner

Color the tallest player in red and the shortest player in green.



Activity

Treasure Maze

Help the man get the treasure. Trace his path.

- Count the pounds that he passed on his way through the maze.

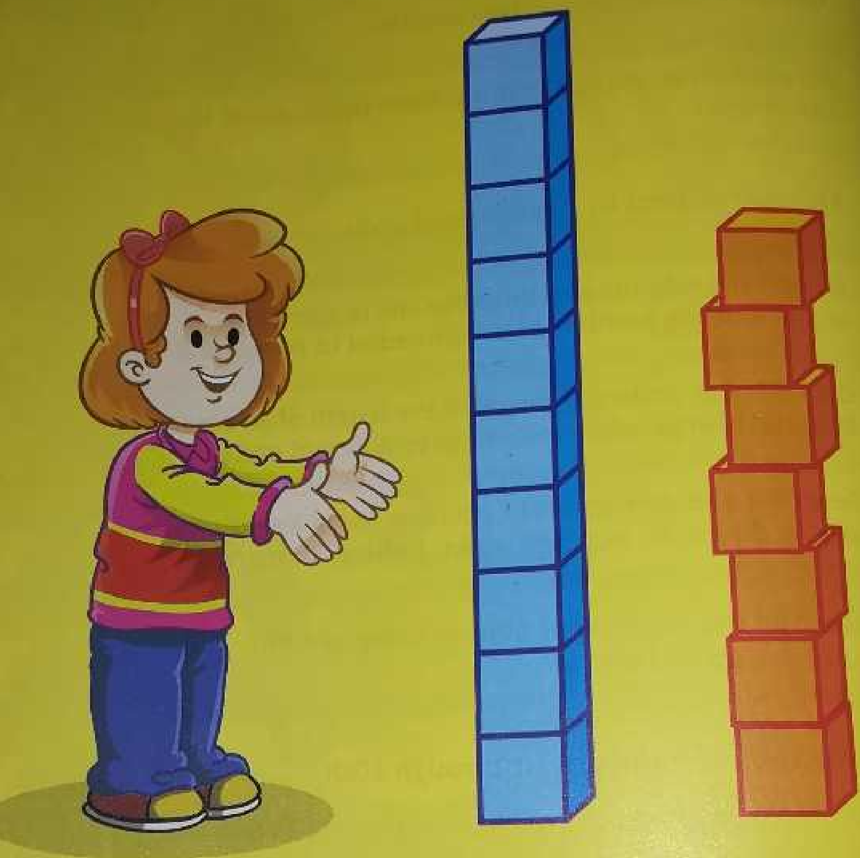
How much money did the man get ? ______

Progress Chart

This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Compare the lengths of two objects.	☆
Arrange three objects in order from the shortest to the longest.	☆
Measure objects by nonstandard units.	☆
Explain the relationship between the length of an object and the number of units needed to measure it.	☆
Demonstrate understanding that the length of an object does not change when measured by different units.	☆
Describe and demonstrate position using key terms : above, down, in, out, left, right, behind, in front of.	☆
Describe the position of objects using ordinal numbers up to 10th.	☆
Write ordinal numbers 1st through 10th.	☆
Find one more and one less than a number up to 100.	☆
Identify similarities and differences between 1 L.E. notes and 10 L.E. notes.	☆
Count 1 Egyptian pound notes and 10 Egyptian pounds notes.	☆
Calculate how to pay for item up to 50 L.E. using 1 and 10 Egyptian pounds notes.	☆

CHAPTER 2



Lessons

71-75

Tens and ones – Place value

Outcomes

Students will:

- Demonstrate understanding that a two-digit number represents an amount of tens and ones.
- Represent two-digit numbers as a quantity of tens and ones.
- Determine the value and the place value of each digit in a two-digit number.

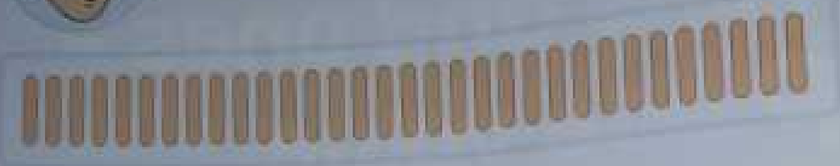
Key vocabulary

- Digit
- Number
- Ones
- Place value
- Quantity
- Tens
- Value

Tens and ones

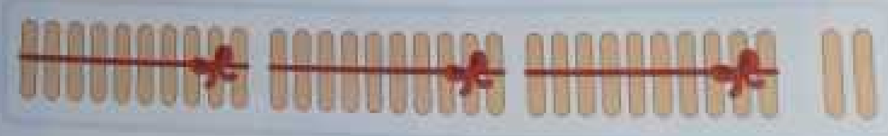
A ten is the same as 10 ones put together.

Count the following sticks.



The number of sticks is **32** .

Form bundles of 10 sticks.



32 Sticks form **3** bundles of 10 sticks and **2** loose sticks.

- Bundles of 10 are called **Tens**
- Loose sticks are called **Ones**

32 is formed from **3** tens and **2** ones

Notes for parents

What the student has learned at school

The two-digit number represents an amount of tens and ones.

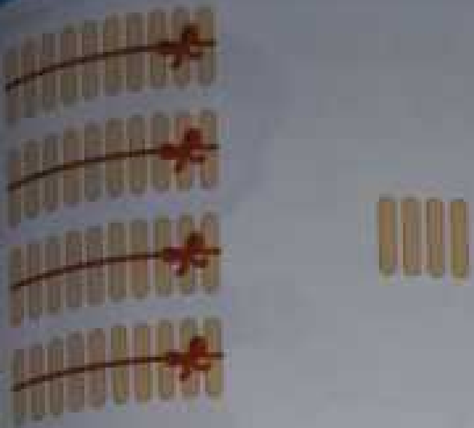
Activities at home

- Bring some sticks, pencils, tooth picks, ...
- Count them with your child "say 43"
- Form bundles of 10 pieces.
- Notice that :
  - Number of bundles equals 4 and number of loose pieces equals 3.
  - Number of bundles is called tens.
  - Number of loose pieces is called ones.

Calendar (Daily routine) :

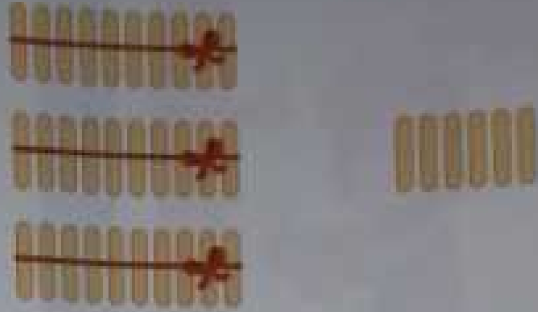
- Ask your child to identify what day it is on the calendar.
- Ask him / her what day comes next.

Count how many tens and ones. Write the number.



____ tens ____ ones

The number is ____

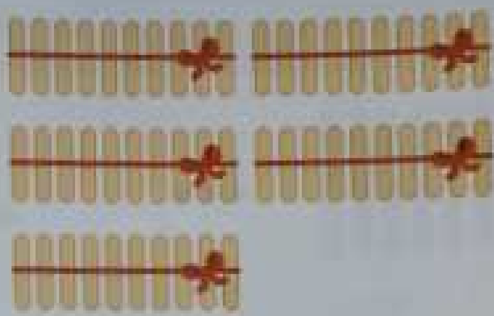


____ tens ____ ones

The number is ____

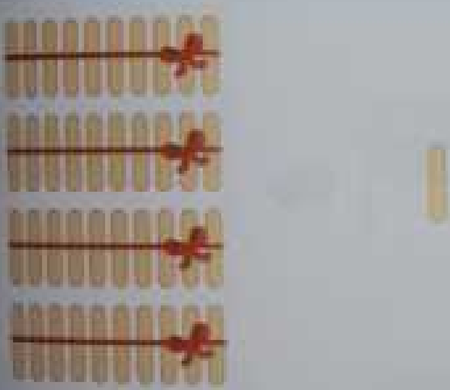
____ tens ____ ones

The number is ____



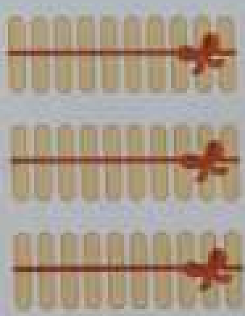
____ tens ____ ones

The number is ____



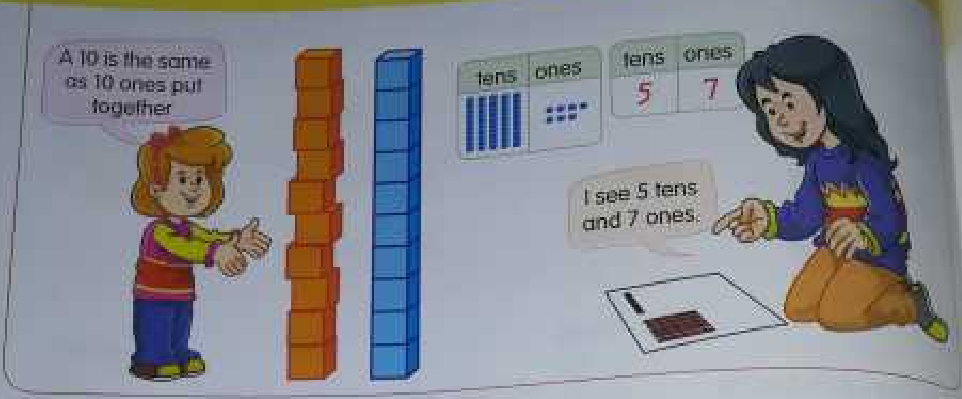
____ tens ____ ones

The number is ____

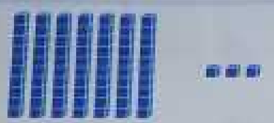


____ tens ____ ones

The number is ____



Count how many tens and ones. Write the number.



7 tens 3 ones

tens	ones
7	3

→ 73

___ tens ___ ones

tens	ones

→ ___

___ tens ___ ones

tens	ones

→ ___

___ tens ___ ones

tens	ones

→ ___

Write the te

56 →

13 →

30 →

Write

tens	on
7	

tens	
2	

tens
0

Different ways to make numbers

9 tens 5 ones = 95

90 + 5

Write how many tens and ones.
Write the number in a different way.

___ tens ___ ones = ___

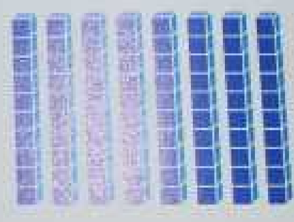
___ + ___

___ tens ___ ones = ___

___ + ___

___ tens ___ ones = ___

___ + ___



___ tens ___ ones = ___

___ + ___

Value and place

8 in the tens place, its value = 80

Complete

43 → Tens 4, Ones 3

26 → Tens, On

94

Value and place value

8 in the tens place, its value = 80 ← **83** → 3 in the ones place, its value = 3

Complete.

43 → Tens 4 = 40
43 → Ones 3 = 3

89 → Tens ___ = ___
89 → Ones ___ = ___

26 → Tens ___ = ___
26 → Ones ___ = ___

67 → Tens ___ = ___
67 → Ones ___ = ___

94 → Tens ___ = ___
94 → Ones ___ = ___

70 → Tens ___ = ___
70 → Ones ___ = ___

Notes for parents

What the student has learned at school :

The student determined the value of each digit in a two-digit number.

Activities at home :

Give your child some two-digit numbers and ask him / her about the value of each digit in each number showing that the digit takes its value from its place in the number,

for example :

- in 35, the value of 3 is 30
- while in 83, the value of 3 is 3

Play & learn

Write the place value of the digit 5 in the following numbers.

53	52	65	51
tens			

35	5	54	75

Circle the value of the blue digits.

73	57	38	86
3 or 30	5 or 50	8 or 80	6 or 60

78	19	83	17
7 or 70	9 or 90	8 or 80	1 or 10

62	98	45	37
6 or 60	9 or 90	5 or 50	7 or 70

Write

40

Write the value of each digit.

42

40 ____ 2 ____

24

20 ____ 4 ____

93

____ ____

39

____ ____

56

____ ____

65

____ ____

17

____ ____

71

____ ____

84

____ ____

48

____ ____

Lesson 71

Tens and ones (1)

Place a sticker

Count the objects. Circle the objects in groups of ten.
Write the number of tens and ones. Then write how many in all.

____ tens ____ ones

How many ? ____

____ tens ____ ones

How many ? ____

____ tens ____ ones

How many ? ____

Notes for parents : Make a group of 20 - 60 small objects as macaroni or beans and help your child to make groups of tens and ones and then count how many.

Lesson 7

Write
Match

2 tens

3 ten

7 te

5

8

Lesson 72

Tens and ones (2)

Place a sticker

Write the number.
Match the number to the correct picture.

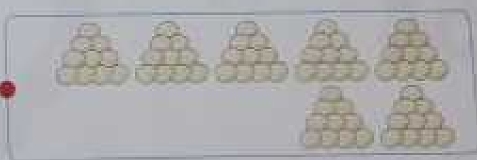
2 tens 6 ones 26

3 tens 7 ones ______

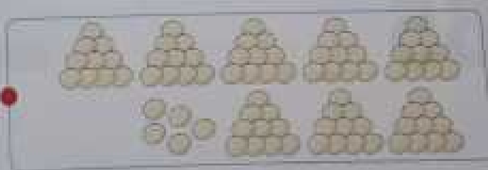
7 tens 0 ones ______

5 tens 8 ones ______

8 tens 5 ones ______



6 tens 2 ones ______



Notes for parents : Ask your child to arrange large amount of buttons or beans into groups of ten and extras show numbers up to 100

Lesson 73

Tens and ones (3)

Place a sticker

Read each number. Write the number of tens and ones.

	Tens	Ones
25	2	5
43		
28		
30		
54		
65		

	Tens	Ones
17		
71		
66		
19		
81		
40		

Notes for parents : Point to different pages numbers of this book up to 99 and ask your child to tell you the number of tens and ones.

Lesson 74

Value and place value

Place a sticker

Complete as in the example.

- In 52 the digit 5 is in the tens place. Its value is 50
- In 36 the digit 3 is in the ______ place. Its value is ______
- In 63 the digit 3 is in the ______ place. Its value is ______
- In 12 the digit 2 is in the ______ place. Its value is ______
- In 21 the digit 2 is in the ______ place. Its value is ______

Complete the following table.

The number	72	34	95	66	80
The value of the digit in the units place	2				
The value of the digit in the tens place	70				

Notes for parents : Write any number 10-100. Have your child tell you which digit is in the tens place and which digit is in the ones place. Then have your child to tell you the value of each digit.

Lesson 75

Place value

Place a sticker

Cancel all squares that :

- have numbers its tens digit is 8
- have numbers its ones digit is 5
- have numbers its ones digit is more than 7
- have numbers its tens digit is 3

K 87	I 15	H 68	Q 30	X 81	V 45
	E 17	W 75	C 19		L 78
G 71	Y 23		M 25	Z 65	J 82
	O 59	N 37			A 29
				R 18	F 32
B 31	P 24	D 79	U 84	S 34	T 47

Use the remaining letters to form a word ____________

Notes for parents : Help your child to know the secret word.

Lessons **76-77**

Comparing two numbers

Outcomes

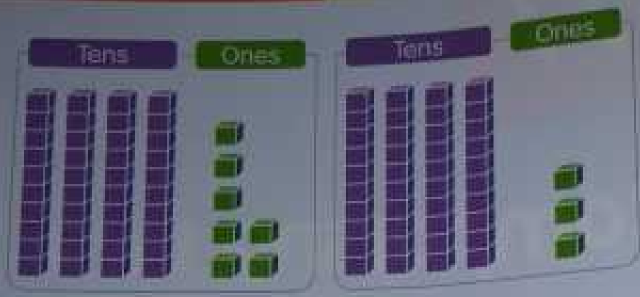
Students will :

- Compare two-digit numbers using the symbols >, <, =.
- Use place value to compare two-digit numbers.

Key vocabulary

- Greater than
- Less than
- Equal to
- Compare
- Value
- Place value
- Tens
- Ones

Greater than



Compare the tens digits then compare the ones digits. 43 and 47 have the same number of tens, but 47 has more ones.

47 is greater than 43

47 > 43

Circle the greater number. Write the numbers.

58 85

85 is greater than 58

85 > 58

86 76

____ is greater than ____

____ > ____

19 90

____ is greater than ____

____ > ____

44 49

____ is greater than ____

____ > ____

Circle the numbers that are greater than 60.

15 83 94 55 62 70

Notes for parents

What the student has learned at school:

The student compared two numbers to identify the greater one.

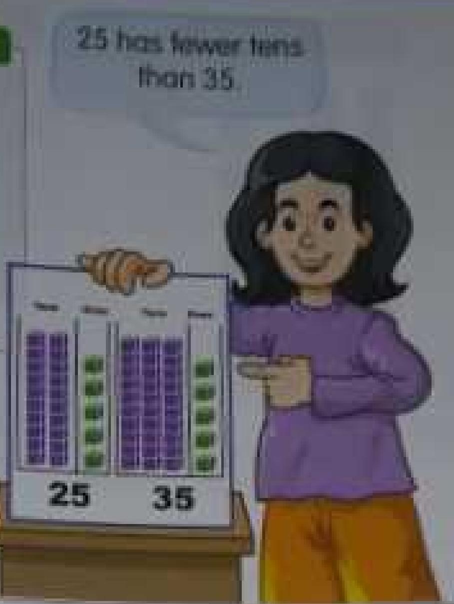
Activities at home:

Say a number up to 99 and ask your child to say a number greater than this number.

Calendar (Daily routine):

Ask your child about the names of the months of the year.

Less than



25 is less than **35**

25 < 35

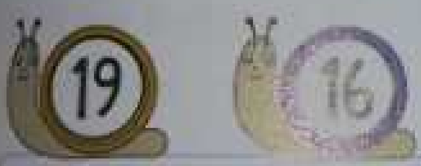
Circle the number that is less. Write the numbers.

65 is less than 66

65 < 66

____ is less than ____

____ < ____



____ is less than ____

____ < ____

____ is less than ____

____ < ____

Notes for parents

What the student has learned at school :

The student compared two numbers to identify the smaller one.

Activities at home :

Write a number up to 99 and ask your child to write another number smaller than it.

Circle the numbers that are less than 60

59 75 80 11 44 61

Play & learn

Equal

25 is equal to **25**

25 = 25

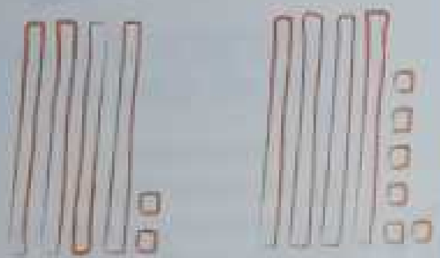
The two numbers have the same number of tens and the same number of ones.

Compare the numbers.

Use [rod] [cube] to show each number.

Draw the [rod] [cube]

Write < , > or = in the circle.



42 (<) 46

36 ◯ 31

16 ◯ 51

27 ◯ 27

Notes for parents

What the student has learned at school

The student compared two quantities of objects.

Activities at home:

Bring two quantities of any countable objects "beans, macaroni, sticks, ... and ask him / her to count and compare the two quantities using > , < or =.

Write < , > or =.

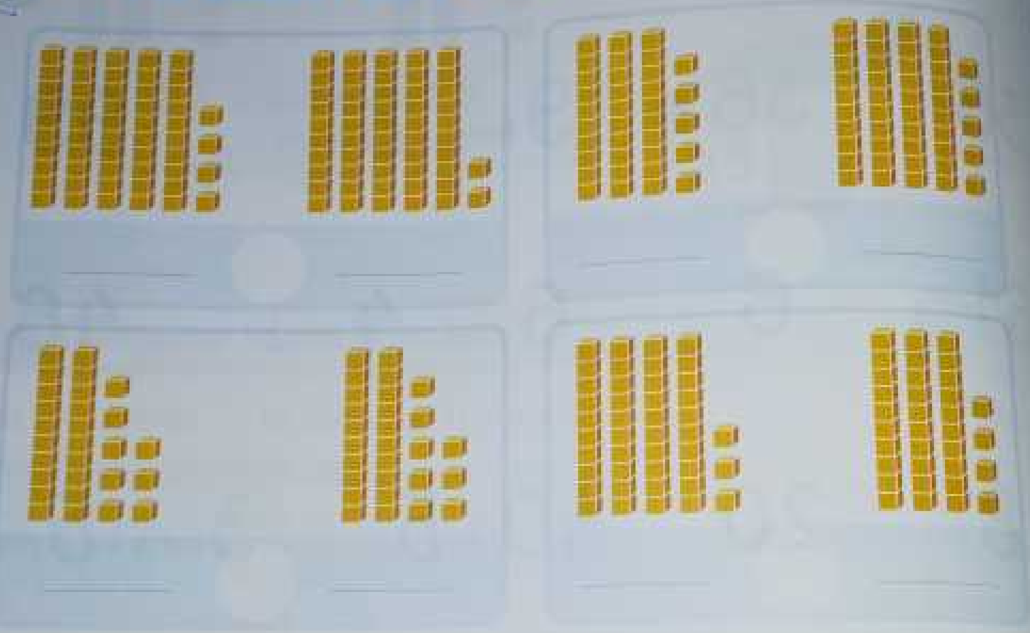
24 ___ 15	37 ___ 28
36 ___ 36	9 tens , 8 ones ___ 99
61 ___ 6	6 tens , 4 ones ___ 46
28 ___ 20	40 + 5 ___ 3 tens , 5 ones
47 ___ 74	5 tens ___ 4 tens , 9 ones
5 ___ 13	30 + 3 ___ 3 tens , 3 ones
82 ___ 85	6 tens ___ 7 ones

Lesson **76**

Comparing two numbers (1)

Place a sticker

Write the number then write > , < or =.



Choose the correct answer.

17 > ____	18 , 71 , 14 , 20
88 = ____	68 , 80 , 82 , 80+8
____ < 72	75 , 57 , 80 , 91
____ > 50	30 , 61 , 16 , 49

Notes for parents : Look through this book for two 2-digit numbers. Then have your child compare these two numbers.

Lesson 77

Put > , < o

47

76

Color t

Lesson 77

Comparing two numbers (2)

Place a sticker

Put >, < or =.

47 ◯ 51

25 ◯ 20 + 5

76 ◯ 50 + 9

80 + 5 ◯ 84

9 tens , 5 ones ◯ 8 tens , 9 ones

Color the circle of greater number.

Notes for parents : Point to a number on this page. Ask your child to tell you a number that is less than this number.

Lessons 78-79

Ordering numbers

Outcomes

Students will :

- Order three or more two-digit numbers from the least to the greatest and from the greatest to the least.

Key vocabulary

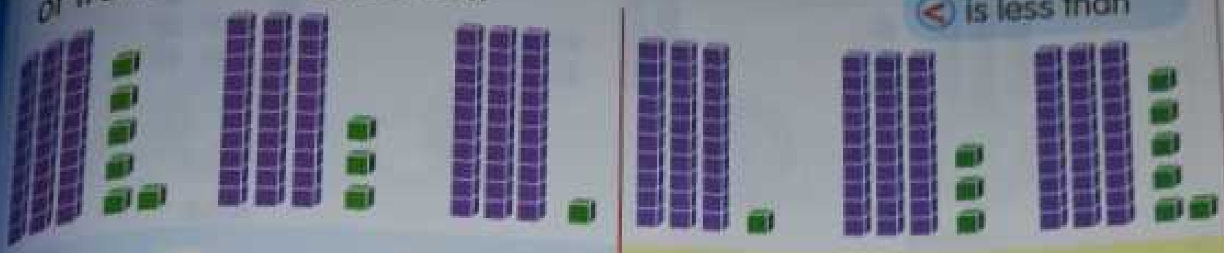
- Greatest.
- Smallest.
- Least.
- Compare.

Ordering numbers

You can order numbers from **greatest** to **least** or from **least** to **greatest**.

Remember :

> is greater than
< is less than



36 > 33 > 31
(36 greatest, 31 least)

31 < 33 < 36
(31 least, 36 greatest)

Compare the numbers. Write them in the correct order. Then write > or <.

17 < 21 < 25
(least … greatest)

___ ◯ ___ ◯ ___
(least … greatest)

Notes for parents

What the student has learned at school :

the student ordered three or more 2-digit numbers from greatest to least and from least to greatest.

Activities at home :

Give your child some numbers and ask him/her to put them in order from greatest to least or from least to greatest.

Calendar (Daily routine) :

Ask your child questions as :
- What is the current month ?
- What is the next month ?

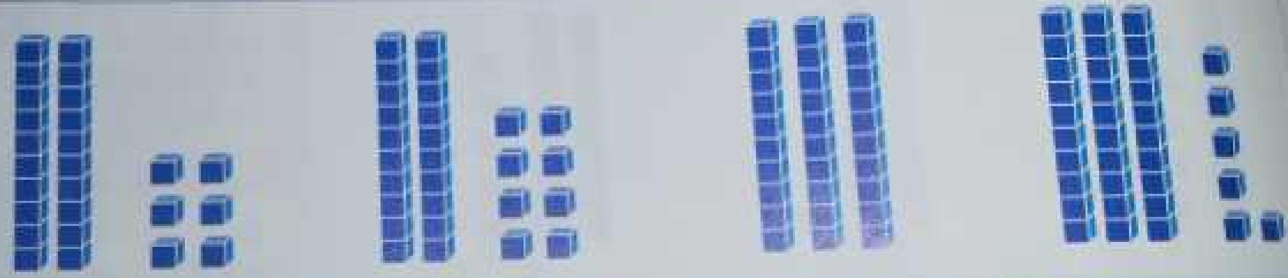
Play & learn

greatest

least

greatest

least



least

greatest

greatest

least

Write the numbers in order from the least to the greatest.

Ascending order

56 , 36 , 53 , 63

36 , 53 , 56 , 63

81 , 88 , 80 , 8

____ , ____ , ____ , ____

73 , 37 , 36 , 63

____ , ____ , ____ , ____

62 , 43 , 36 , 45

____ , ____ , ____ , ____

Write the numbers in order from the greatest to the least.

Descending order

56 , 65 , 64 , 46

65 , 64 , 56 , 46

43 , 40 , 4 , 45

____ , ____ , ____ , ____

51 , 75 , 74 , 70

____ , ____ , ____ , ____

84 , 81 , 40 , 48

____ , ____ , ____ , ____

Lesson 78

Ordering numbers (1)

Place a sticker

Write the numbers in the correct place.

25 , 38 , 30

38 > 30 > 25

greatest — least

36 , 82 , 26

___ > ___ > ___

greatest — least

77 , 27 , 17

___ > ___ > ___

greatest — least

45 , 89 , 98

___ < ___ < ___

least — greatest

35 , 19 , 52 , 20

___ > ___ > ___ > ___

greatest — least

51 , 10 , 17 , 30

___ < ___ < ___ < ___

least — greatest

22 , 63 , 56 , 70

___ < ___ < ___ < ___

least — greatest

33 , 55 , 12 , 56

___ > ___ > ___ > ___

greatest — least

Notes for parents : Point to a number on this page. Ask your child to tell you a number that is less than this number and a number that is greater than this number.

Lesson 79

Ordering numbers (2)

Place a sticker

Put these numbers in order from the greatest to the least.

29 , 92 , 24 , 60

____ , ____ , ____ , ____

72 , 80 , 76 , 85

____ , ____ , ____ , ____

Put these numbers in order from the least to the greatest.

58 , 63 , 52 , 70

____ , ____ , ____ , ____

69 , 75 , 70 , 68

____ , ____ , ____ , ____

Notes for parents : Show your child some two-digit numbers. Have him / her write them in order from the least to the greatest.

Lesson **80**

Subtracting multiples of 10 from multiples of 10

Outcomes

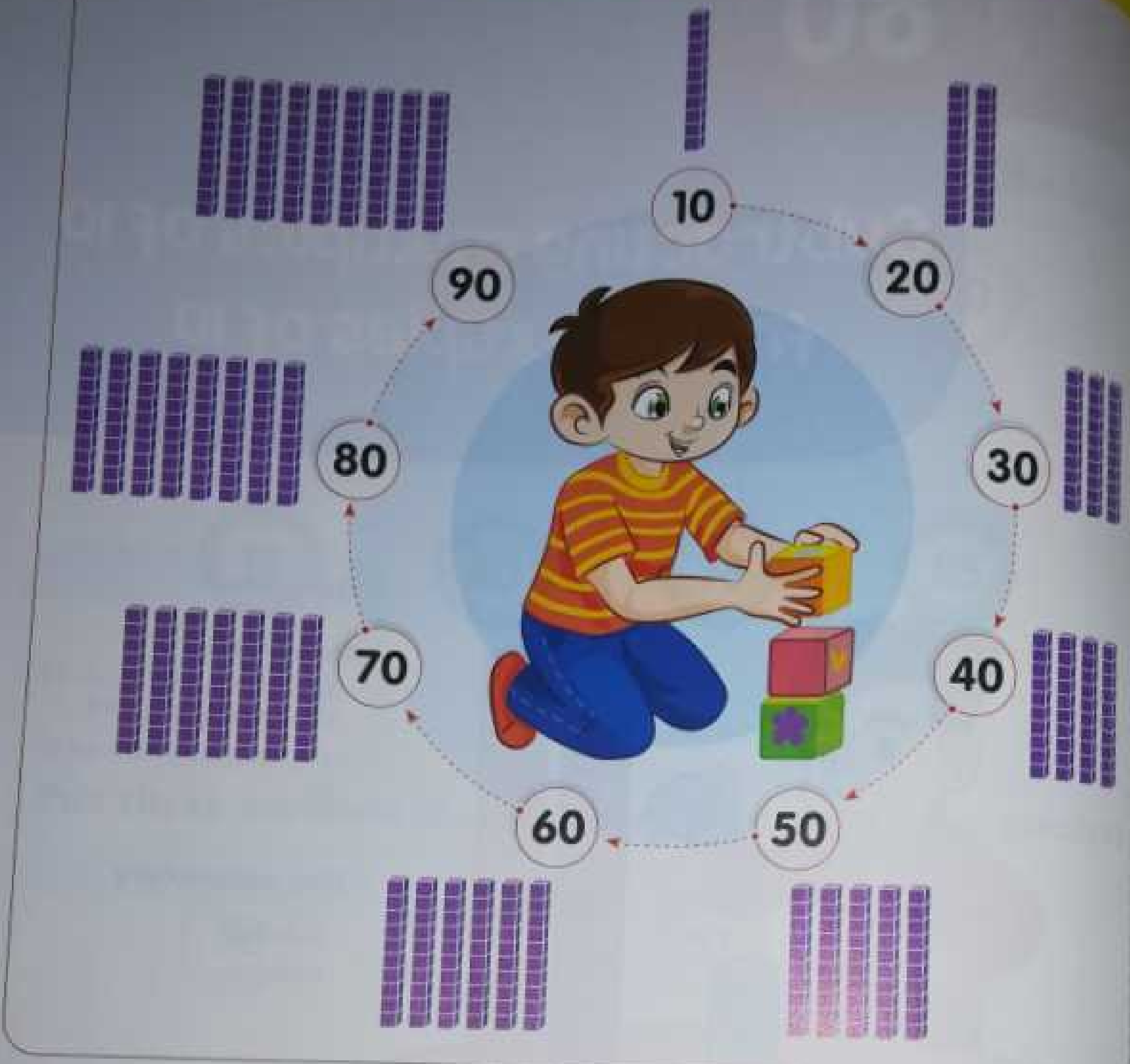
Students will :

- Subtract multiples of 10 from multiples of 10.
- Skip count by 10's up to 90.

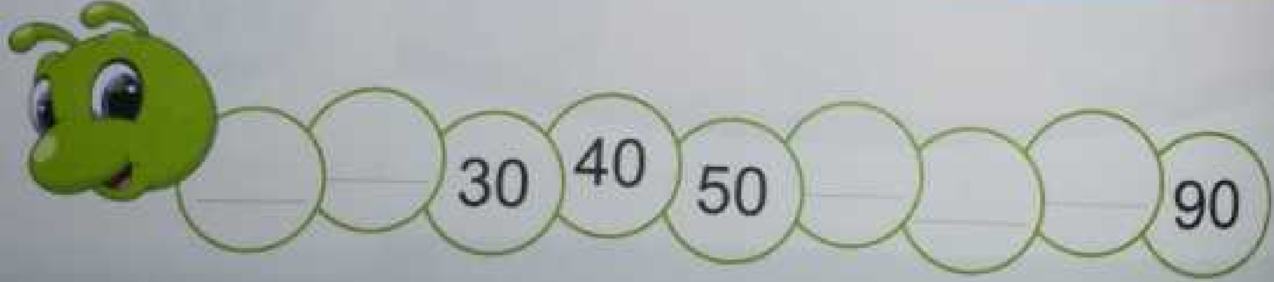
Key vocabulary

- Subtract.
- Equal to.

Counting by 10's up to 90



Complete.

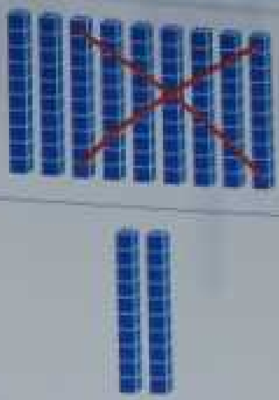


$$
\begin{array}{r} 70 \\ -\ 30 \\ \hline 40 \end{array}
$$

70 – 30 = 40

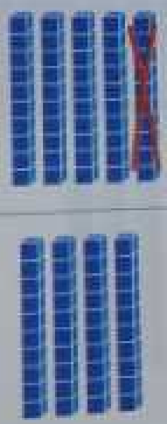
Subtract.

$$
\begin{array}{r} 90 \\ -\ 70 \\ \hline ___ \end{array}
$$



90 – 70 = ____

$$
\begin{array}{r} 50 \\ -\ 10 \\ \hline ___ \end{array}
$$



50 – 10 = ____

Notes for parents

What the student has learned at school :

The student subtracted multiples of 10 from multiples of 10.

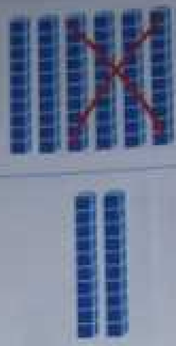
Activities at home :

Help your child to solve subtraction problems of multiples of 10 using play cubes, bundles of 10, 10 pound notes ...

Calendar (Daily routine) :

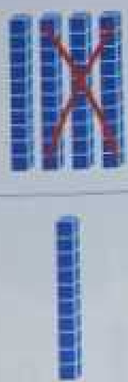
Display a calendar. Ask your child how many days are there in each month ? which months have the most days ? which month has the least days ?

$$\begin{array}{r} 60 \\ - \; 40 \\ \hline \underline{\quad} \end{array}$$



60 – 40 = ____

$$\begin{array}{r} 40 \\ - \; 30 \\ \hline \underline{\quad} \end{array}$$



40 – 30 = ____

$$\begin{array}{r} 80 \\ - \; 50 \\ \hline \underline{\quad} \end{array}$$

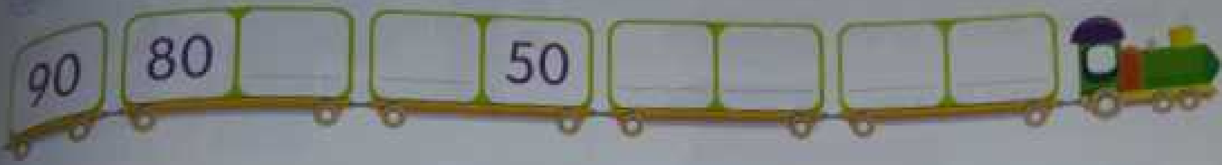
80 – 50 = ____

Lesson 80

Subtracting multiples of 10 from multiples of 10

Place a sticker

Complete.



Find.

$$\begin{array}{r} 40 \\ -\ 10 \\ \hline \end{array}$$

40 – 10 = ____

$$\begin{array}{r} 60 \\ -\ 20 \\ \hline \end{array}$$

60 – 20 = ____

$$\begin{array}{r} 70 \\ -\ 40 \\ \hline \end{array}$$

70 – 40 = ____

$$\begin{array}{r} 80 \\ -\ 60 \\ \hline \end{array}$$

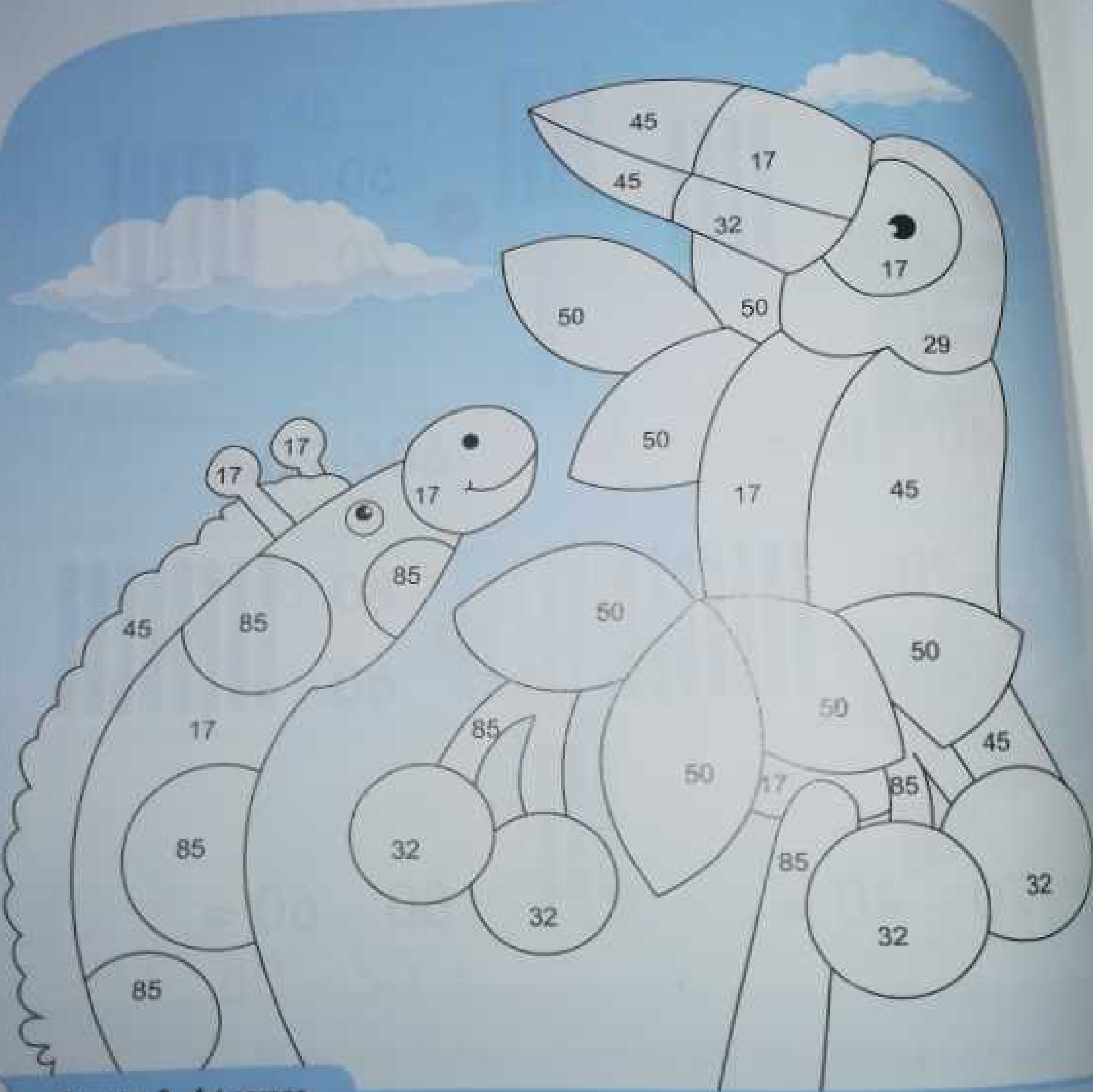
80 – 60 = ____

Notes for parents : Ask your child how to find the difference 50 – 30.

Art corner

Find the number, then color.

- 8 tens and 5 ones — Brown
- one ten and 7 ones — Yellow
- 2 tens and 9 ones — Blue
- 3 tens and 2 ones — Red
- 5 tens — Green
- 4 tens and 5 ones — Black



Activity

Number Puzzle

Directions :

- Help your child to cut each piece of this puzzle.
- Mix up all and ask your child to put each three suitable pieces together.

This page was left intentionally blank for cutting activity on previous page.

Progress Chart

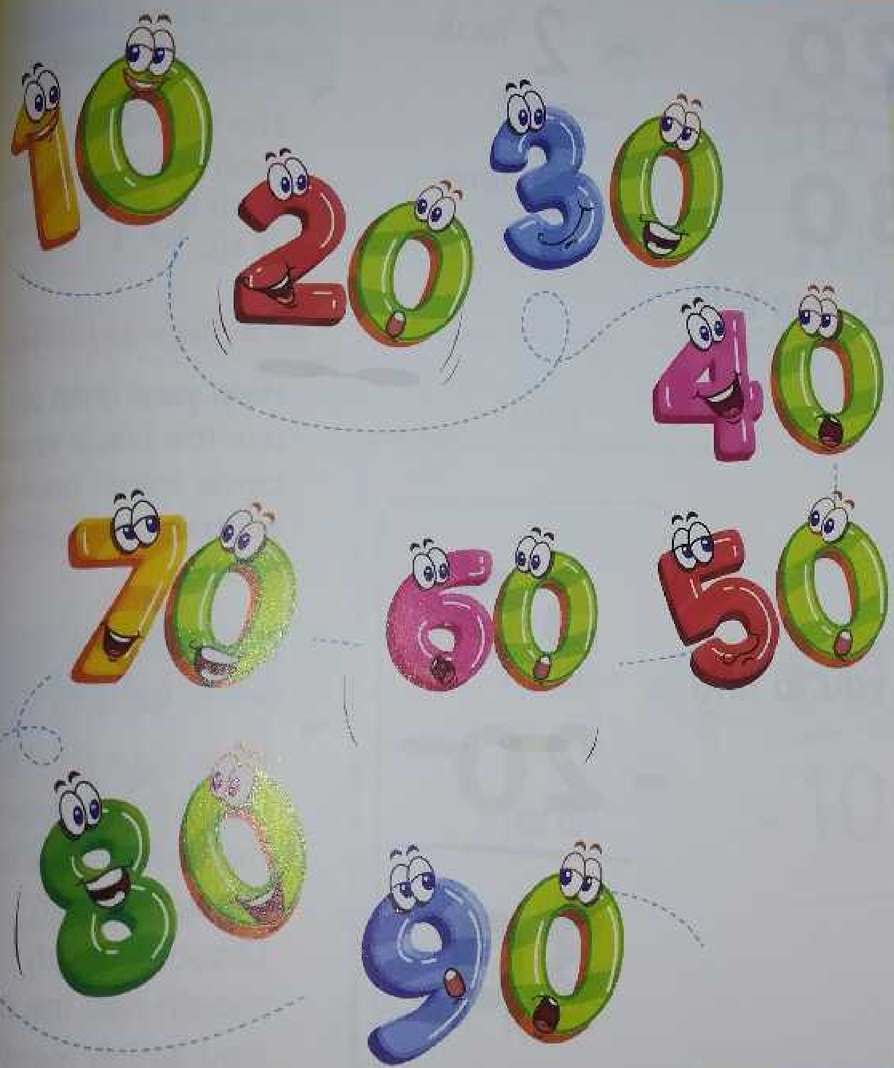
This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Demonstrate understanding that a two-digit number represents an amount of tens and ones.	☆
Represent two-digit numbers as a quantity of tens and ones.	☆
Determine the value of each digit in a two-digit number.	☆
Compare two-digit numbers using the symbols of greater than, less than and equal.	☆
Use place value to compare two-digit numbers.	☆
Order three or more two-digit numbers from the least to the greatest and from the greatest to the least.	☆
Subtract multiples of 10 from multiples of 10.	☆
Skip count by 10's up to 90.	☆

CHAPTER 3

Lessons **81-83**

Subtracting tens



Outcomes

Students will :

- Subtract multiples of 10 from multiples of 10 within 90.
- Apply place value concepts to solve subtraction problems.

Key vocabulary

- Place value.
- Subtraction.
- Ten-stack.

Subtracting tens

A bird found **50** seeds.

It ate **20** of them.

✿ **How many seeds are left ?**

Tens		50
Tens	-	20
Tens		30

	5	Tens
-	2	Tens
	3	Tens

30 seeds are left

Notes for parents

What the student has learned at school :

The student subtracted multiples of 10 from multiples of 10.

Activities at home :

Help your child to use the place value cards within book to subtract multiples of 10.

Calendar (Daily routine) :

Help your child to count the number of his family birthdays in each month. Discuss which month has the most and which month has the fewest number of birthdays.

Note

$$\begin{array}{r} 5 \\ -2 \\ \hline 3 \end{array}$$ **helps you to find** $$\begin{array}{r} 50 \\ -20 \\ \hline 30 \end{array}$$

Subtracting tens

A bird found **50** seeds.

It ate **20** of them.

✿ **How many seeds are left ?**

Tens	50	5	Tens
Tens	− 20	− 2	Tens
Tens	30	3	Tens

30 seeds are left

Note

5		50
− 2	**helps you to find**	− 20
3		30

Notes for parents

What the student has learned at school :

The student subtracted multiples of 10 from multiples of 10.

Activities at home :

Help your child to use the place value cards within book to subtract multiples of 10.

Calendar (Daily routine) :

Help your child to count the number of his family birthdays in each month. Discuss which month has the most and which month has the fewest number of birthdays.

Subtract.

70
-60

( ) Tens
− ( ) Tens
( ) Tens

20
-10

( ) Tens
− ( ) Tens
( ) Tens

80
-40

( ) Tens
− ( ) Tens
( ) Tens

50
-30

( ) Tens
− ( ) Tens
( ) Tens

40
-20

( ) Tens
− ( ) Tens
( ) Tens

60
-10

( ) Tens
− ( ) Tens
( ) Tens

Subtract.

70 - 20 = ______

60 - 30 = ______

40 - 40 = ______

50 - 50 = ______

90 - 20 = ______

30 - 20 = ______

60 - 40 = ______

80 - 50 = ______

70 - 40 = ______

60 - 50 = ______

Lesson 81

Subtracting tens (1)

Place a sticker

Subtract.

6 Tens -2 Tens ___ Tens	9 Tens -4 Tens ___ Tens	5 Tens -5 Tens ___ Tens
7 Tens -6 Tens ___ Tens	6 Tens -1 Tens ___ Tens	8 Tens -5 Tens ___ Tens
3 Tens -1 Tens ___ Tens	6 Tens -4 Tens ___ Tens	7 Tens -3 Tens ___ Tens

Notes for parents : Help your child to solve problems as 60 – 20 using the fact 6 – 2 = 4 , ... etc.

Lesson 82

Subtracting tens (2)

Place a sticker

Subtract.

50 − 40 = ___	80 − 20 = ___	70 − 40 = ___
80 − 50 = ___	20 − 10 = ___	30 − 30 = ___
40 − 30 = ___	30 − 20 = ___	90 − 60 = ___

Notes for parents : Ask your child to show you how to solve 50 – 40

Lesson 83

Join.

Lesson 83

Subtracting tens (3)

Place a sticker

Join.

80 – 50	1 Ten
70 – 60	30
6 Tens – 1 Ten	60
7 Tens – 3 Tens	20
50 – 3 Tens	4 Tens
90 – 30	5 Tens

Notes for parents : Ask your child to explain how he/she solve the problems in this page.

Lessons **84-85**

Problem solving strategies on addition

Outcomes

Students will :

- Apply strategies to solve addition story problems within 20.
- Solve addition problems to find an unknown quantity.

Key vocabulary

- Addition.
- Place value.
- Subtraction.
- Unknown.

Problem solving strategy (1)

2 children ride bicycles.

4 children joined them.

How many children are riding bicycles now ?

Writing a number sentence strategy

Understand

✿ **What do you want to find out ?**

Circle the question.

Plan

✿ **What facts do you need ?**

Underline them.

Solve

✿ **Write a number sentence to solve.**

$2 + 4 = 6$

Check

✿ **Does your answer make sense ?**

Draw a picture to check.

Notes for parents

What the student has learned at school :

The student solved story problems on addition.

Activities at home :

Make a story with addition problem and help your child to write the related number sentence to find the result.

Calendar (Daily routine) :

Ask your child to find the current date on the calendar. Ask what the date will be in 1 day, in 2 days and in 3 days.

Problem solving strategy (2)

Sara has **7** flowers.

Her mother gave her some extra flowers.

Now Sara has **11** flowers

How many flowers did her mother give her ?

Drawing a picture strategy

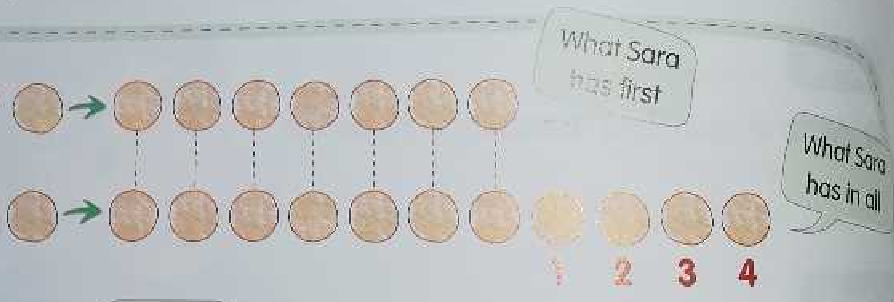
✿ **Write a number sentence to solve.**

| 7 | + | ? | = | 11 |

✿ **Draw a picture to solve.**

• Draw **7**

• Draw **11**



7 + 4 = **11**

• Her mother gave her 4 extra flowers.

Problem solvi

Sameh has 8

His teacher g

Sameh has

How many b

Subtraction

✿ Write a nu

8 +

✿ Change a

Start with

the unkn

15 –

✿ raw a

• His

Problem solving strategy (3)

Sameh has **8** books.

His teacher gave him some extra books.

Sameh has now **15** books.

How many books did his teacher give him ?

Subtraction strategy using fact families

Write a number sentence.

8 + [?] = 15

Remember fact family

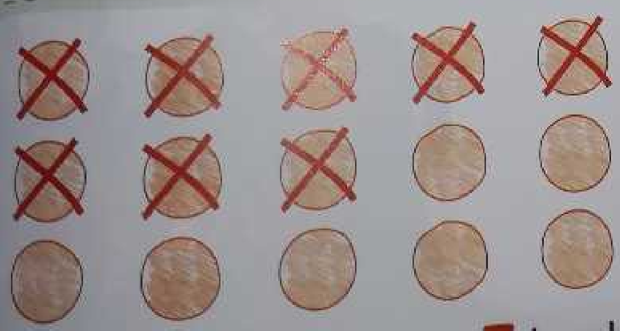
$8 + 7 = 15$
$15 - 8 = 7$
$15 - 7 = 8$

Change addition to subtraction.

Start with the answer and subtract the quantity you know to get the unknown.

15 - 8 = [?]

Draw a picture to solve.



Draw **15** circles.
Cancel **8**
You will get **7**.

$15 - 8 = 7$

• His teacher gave him **7** books.

Solve each of the following story problems.

Aly has **6** pens. He bought some extra pens.
The number of pens with Aly became **17**.

How many pens did Aly buy ?

There are **14** children playing football. Some children joined them. The number of children became **19**.

How many children did join them ?

Adam has **9** yellow fish. He added some red fish such that the total number of fish became **13**.

Find the number of red fish.

A team scored **13** goals in the first round and scored some goals in the second round. The total goals in the two rounds are **19** goals.

How many goals did this team score in the second round ?

Circle the correct answer.

10	+	◯	=	15		3 or 5 or 8
7	+	◯	=	17		10 or 12 or 9
13	+	◯	=	15		3 or 12 or 2
5	+	◯	=	12		7 or 6 or 5
◯	+	9	=	14		7 or 5 or 8
◯	+	6	=	14		4 or 8 or 6
◯	+	16	=	19		2 or 3 or 4
◯	+	13	=	17		4 or 14 or 3

Write the missing number.

15 + ◯ = 18

◯ + 7 = 11

13 + ◯ = 18

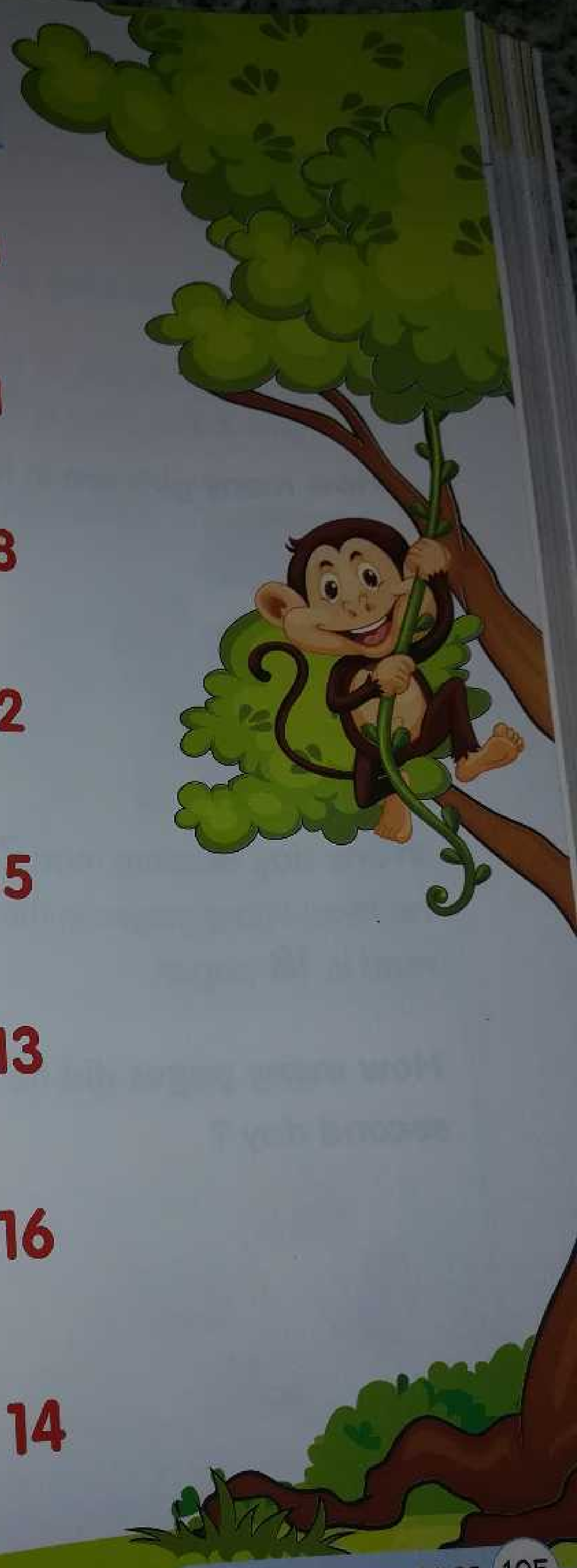
◯ + 5 = 12

8 + ◯ = 15

◯ + 4 = 13

9 + ◯ = 16

◯ + 14 = 14



Lesson 84

Drawing a picture strategy

Place a sticker

Solve the following problems.

In a class, there are **12** boys. If the total number of boys and girls in this class is **20**.

How many girls are in this class ?

In one day, Bassem read **7** pages of a book. In the next day he read some pages in the same book. If the total pages he read is **18** pages.

How many pages did he read in the second day ?

Notes for parents : Help your child to use the drawing picture strategy to solve the problems in this page.

Lesson 85

Subtraction strategy

Place a sticker

Solve the following problems.

There are two flocks of sheep. One contains **8** sheep and the total number of sheep in the two flocks is **17**.

How many sheep are in the other flock ?

Ahmed has **13** stamps. His friend gave him some more stamps. Now he has **18** stamps.

How many stamps did Ahmed's friend give him ?

Notes for parents : Help your child to use subtraction strategy to solve the problems in this page using fact family.

Lesson **86**

Problem solving strategies on subtraction

Outcomes

Students will :

- Apply strategies to solve subtraction story problems within 20
- Solve subtraction problems to find an unknown quantity.

Key vocabulary

- Addition.
- Subtraction.
- Unknown.

Problem solving strategy (1)

15 birds were flying.

Some landed on a tree.

6 are still in the air.

How many birds did land on the tree ?

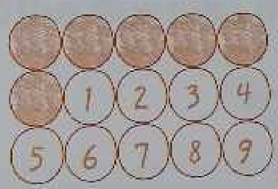
Drawing a picture strategy

Write a number sentence.

15 − ? = 6

Draw a picture to solve.

- Draw **15** circles.



- Color **6** circles and count the left circles to get the answer.

15 − 9 = 6

- **9** birds landed on the tree.

Notes for parents

What the student has learned at school :

The student solved story problems on subtraction.

Activities at home :

Make a story with subtraction problem and help your child to write the related number sentence to find the answer.

Calendar (Daily routine) :

Show a date on a calendar and ask your child about the date 2 days before.

Problem solving strategy (2)

Wael has **18** pounds.

He bought a chocolate.

Now he has **10** pounds.

How much money did the chocolate cost ?

Counting strategy

Write a number sentence.

18 − ? = 10

Change subtraction to addition.

10 + ? = 18

Count to solve.

- Count from **10** to **18**
- You will get **8**.
- The cost of the chocolate is **8** pounds.

18 − 8 = 10

Solve each of the following story problems.

Maged has **12** apples. He gave some of them to his sister and the left is **7** apples.

How many apples did he give to his sister ?

There are **15** carrots. Bunnies ate some of them and **5** carrots are left.

How many carrots did the bunnies eat ?

19 bees were flying. Some went into the hive.
7 bees are still in the air.

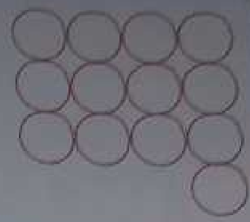
How many bees went into the hive ?

There were **18** boys on the field.
Then **12** boys left.

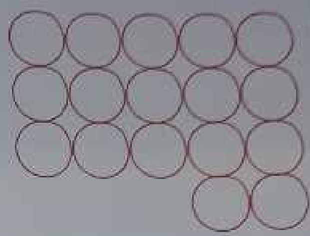
How many boys were still on the field ?

Write the missing number.

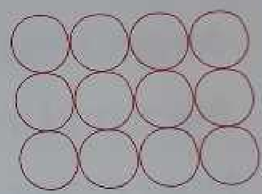
$13 - \bigcirc = 4$



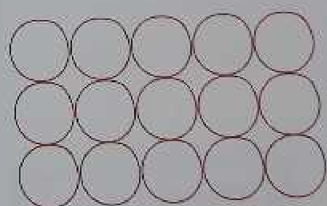
$17 - \bigcirc = 5$



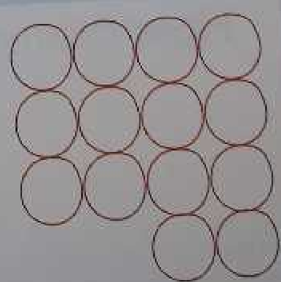
$12 - \bigcirc = 9$



$15 - \bigcirc = 10$



$14 - \bigcirc = 7$



Lesson 86

Problem solving strategies on subtraction

Place a sticker

Draw circles. Write a number sentence to solve.

There are **15** boys at the game.
Then **6** boys went home.
How many boys are still at the game ?

Amgad has **17** toys, he sold some of them and the left with him is **8**.
How many toys did Amgad sell ?

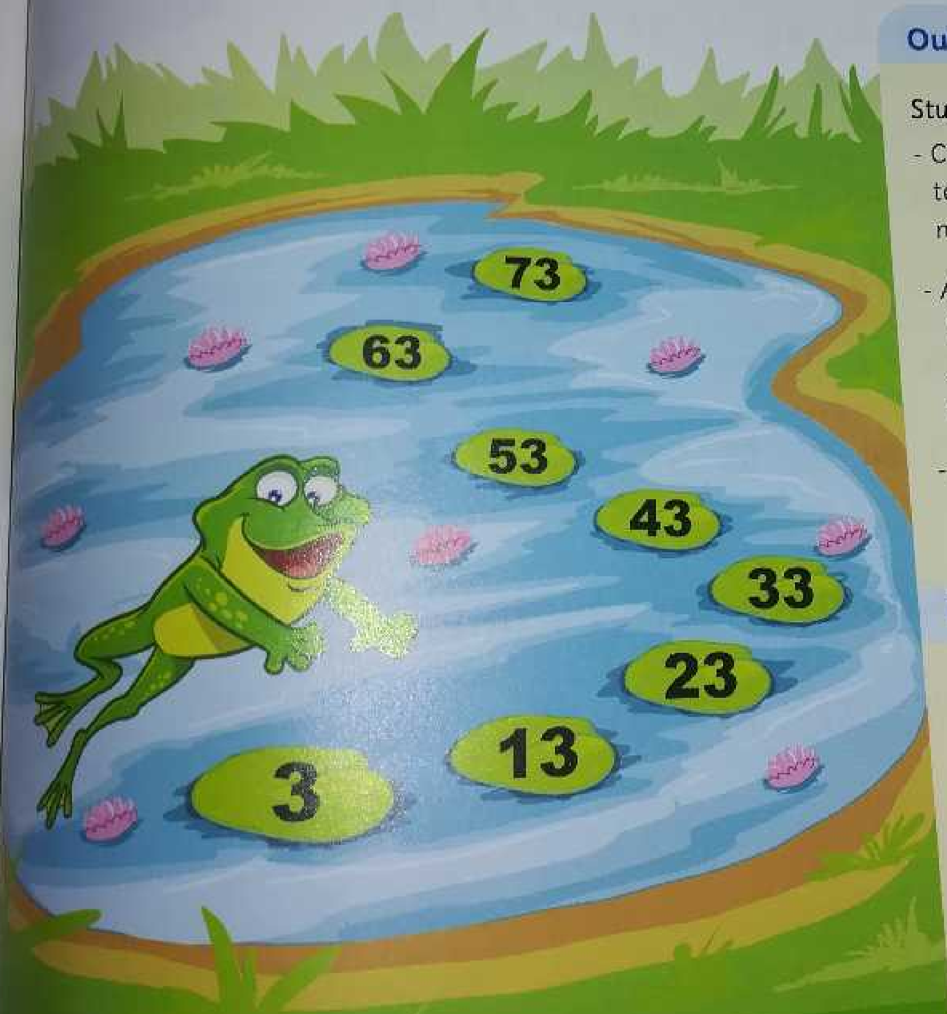
Ahmed has **13** pencils.
He gave away **9** of them.
How many pencils does he have now ?

Notes for parents : Help your child to understand, plan, solve and check the answer each time he/she answers the problem.

Lessons

87-89

Counting forward by tens - Money



Outcomes

Students will :

- Count by ones and tens starting at any number.
- Apply strategies to add 1 L.E. , 5 L.E. , 10 L.E. , 20 L.E. and 50 L.E. notes within 100 L.E.
- Add two-digit and one-digit numbers.

Key vocabulary

- Addition.
- Running total.
- Subtraction.
- Unknown.

Counting forward by tens

Start on 1 on the hundred chart.
Count forward by tens.

10 more	1	2	3	4	5	6	7	8	9	10
10 more	11	12	13	14	15	16	17	18	19	20
10 more	21	22	23	24	25	26	27	28	29	30
10 more	31	32	33	34	35	36	37	38	39	40
10 more	41	42	43	44	45	46	47	48	49	50
10 more	51	52	53	54	55	56	57	58	59	60
10 more	61	62	63	64	65	66	67	68	69	70
10 more	71	72	73	74	75	76	77	78	79	80
10 more	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100

★ Start on 2. Count forward by tens.

12 , 22 , 32 , 42 , 52 , 62 , 72 , 82 , 92

Notes for parents

What the student has learned at school:

The student counted forward by 10 starting at any number within 100.

Activities at home:

Say any number less than 10. Ask your child to start on that number and count forward by tens.

Calendar (Daily routine):

Ask your child to name the days of the week and divide them into days he/she goes to school and days, he/she does not go to school.

Start on the given number. Write the number you say. Count forward by tens.

Use the hundred chart if you need.

Start on 6.

16, 26, ___, ___, ___, ___, ___

Start on 4.

14, ___, ___, ___, ___, ___, ___

Start on 7.

___, ___, ___, ___, ___, ___, ___

Start on 3.

___, ___, ___, ___, ___, ___, ___

Start on 5.

___, ___, ___, ___, ___, ___, ___

Money

5 L.E.

Front

Back

20 L.E.

Front

Back

50 L.E.

Front

Back

Notes for parents

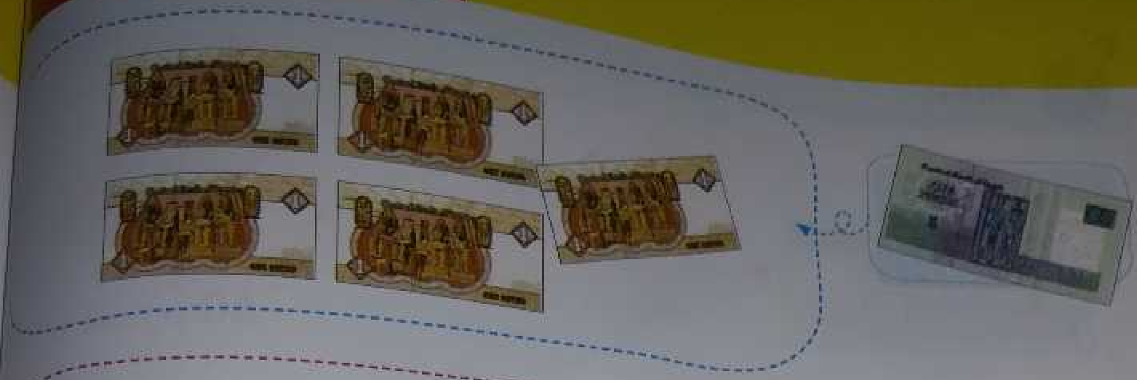
What the student has learned at school :

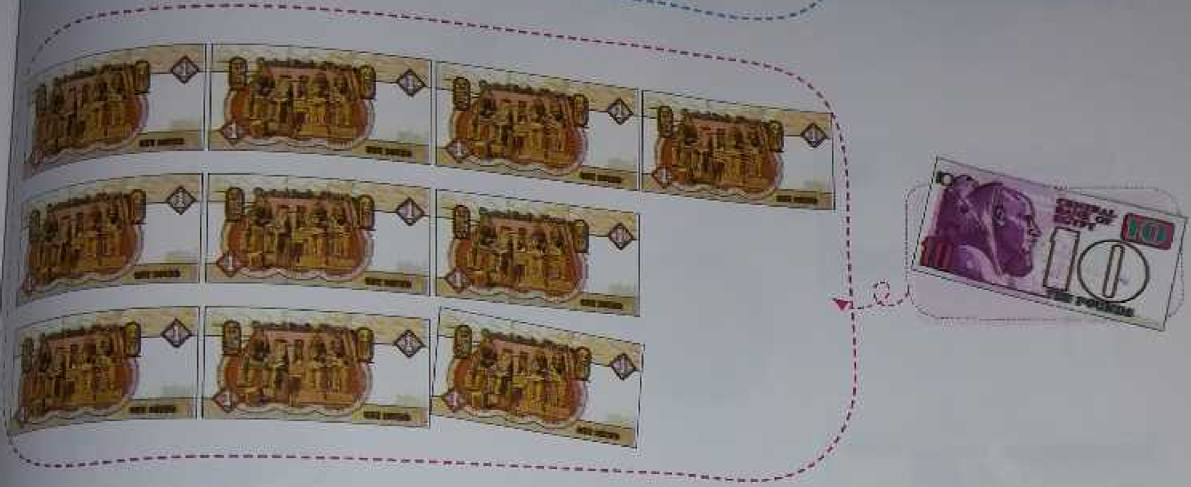
The student recognized 5 L.E. , 20 L.E. and 50 L.E. notes.

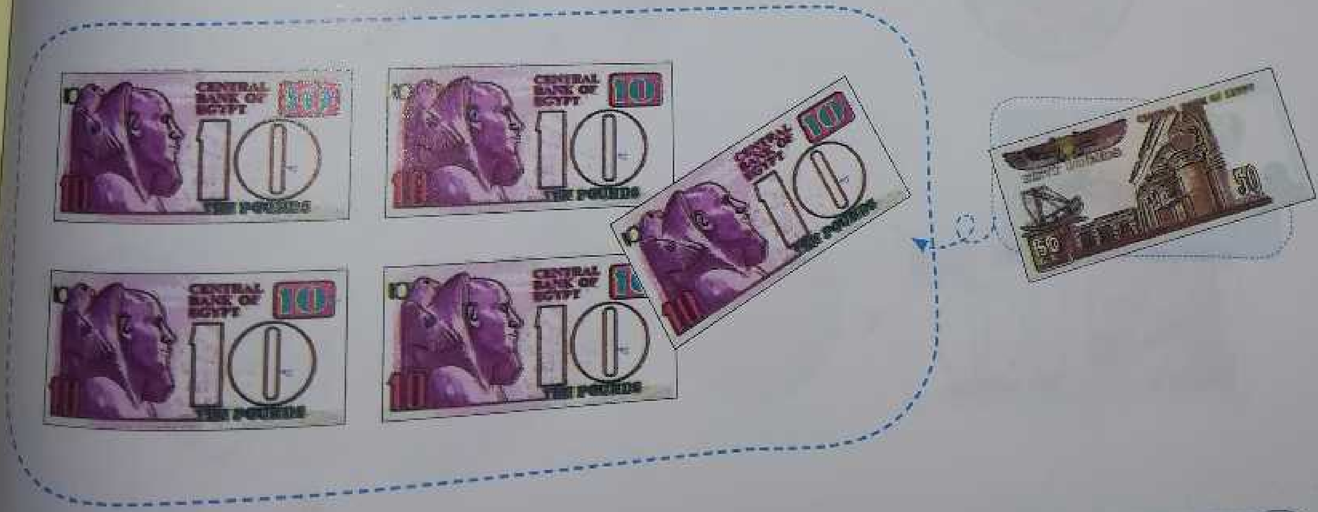
Activities at home :

Help your child count some groups of money and tell the value of each group.

Counting money





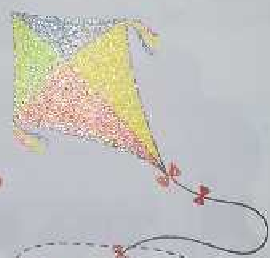


Join.

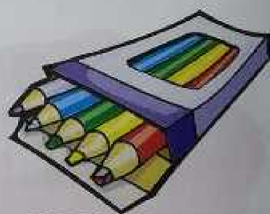
50 pounds

1 pound

20 pounds



10 pounds



5 pounds

Write the amount of money.

25 L.E.

____ L.E.

____ L.E.

____ L.E.

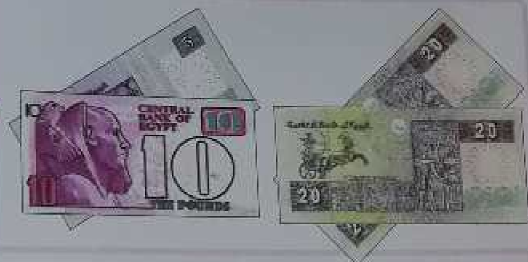
____ L.E.

____ L.E.

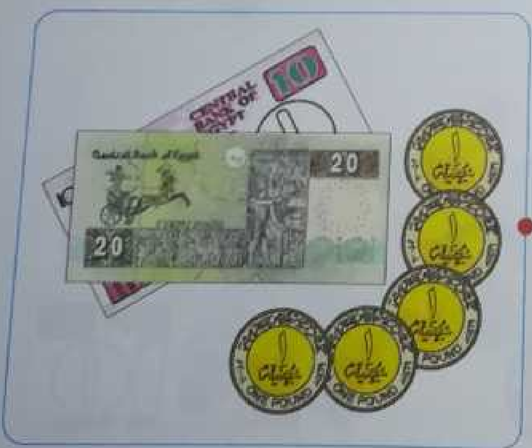
____ L.E.

____ L.E.

Join each item to its price.



Join the equal amounts of money.



Lesson 87

- Counting forward by tens
- Money (10 L.E. , 20 L.E.)

Place a sticker

Count forward by tens. Write the numbers.

✿ 3 , 13 , 23 , ____ , ____

✿ 18 , 28 , 38 , ____ , ____

✿ 47 , 57 , 67 , ____ , ____

Write the price of each item.

____ L.E.

____ L.E.

Notes for parents : Ask your child to explain how to use the hundred chart to count by tens.

Lesson

88

- Counting forward by tens
- Money (5 L.E. , 50 L.E.)

Place a sticker

Circle the number that comes next.

- 6 , 16 , 26 , ____ — 36 or 46
- 25 , 35 , 45 , 55 , ____ — 50 or 65
- 57 , 67 , 77 , 87 , ____ — 79 or 97

Circle the correct one.

55 L.E.

or

45 L.E.

90 L.E.

or

80 L.E.

Notes for parents : Ask your child to talk about how much things cost when you shop together.

Place a sticker

Lesson 89

Counting money within 100 L.E.

Place a sticker

Circle sum of 50 L.E.

20 L.E. 10 L.E. 20 L.E. 5 L.E. 20 L.E. 5 L.E.

Circle sum of 75 L.E.

20 L.E. 50 L.E. 10 L.E. 5 L.E. 5 L.E.

Circle sum of 100 L.E.

50 L.E. 20 L.E. 20 L.E. 5 L.E. 5 L.E. 10 L.E.

Circle sum of 80 L.E.

50 L.E. 5 L.E. 5 L.E. 10 L.E. 20 L.E.

Notes for parents : Ask your child to show an amount of money in different ways. Then have your child point to the way that used the fewest number of notes.

Lesson 90

Counting backward by ones and tens – Money

Outcomes

Students will :

- Subtract amounts of money within 100 L.E.
- Subtract one-digit and two-digit numbers.
- Count backward by ones and tens starting at any number.
- Apply strategies to add amount of money within 100 Egyptian pounds.

Key vocabulary

- Addition.
- Running total.
- Subtraction.
- Unknown.

Counting backward by ones

Start on 100 on the hundred chart. Count backward by ones.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 less 1 less 1 less 1 less 1 less 1 less 1 less 1 less 1 less

Start on 90. Count backward by ones.

89, 88, 87, 86, 85, 84, 83, 82, 81, ...

Notes for parents

What the student has learned at school :

The student counted backward by ones starting from 100 to 0.

Activities at home :

Say any number that is not greater than 100. Ask your child to start on that number and count backward by ones.

Calendar (Daily routine) :

Compare how many days are in the current month and how many were in the previous month

Start on the given number. Count backward by ones. Write the number you say.

Use the hundred chart if you need.

Start on 70.

69, 68, ___, ___, ___, ___, ___

Start on 55.

54, 53, ___, ___, ___, ___, ___

Start on 45.

44, ___, ___, ___, ___, ___, ___

Start on 33.

___, ___, ___, ___, ___, ___, ___

Start on 12.

___, ___, ___, ___, ___, ___, ___

Counting backward by tens

Start on 100 on the hundred chart. Count backward by tens.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

10 less
10 less
10 less
10 less
10 less
10 less
10 less
10 less
10 less

Start on 98. Count backward by tens.

88 , 78 , 68 , 58 , 48 , 38 , 28 , 18 , 8

Notes for parents

What the student has learned at school :

The student counted backward by tens starting from any number

Activities at home :

Say any number that is not greater than 100. Ask your child to start on that number and count backward by tens.

Start on the given number. Count backward by tens.
Write the number you say.

Use the hundred chart if you need.

★ **Start on 86.**

76 , 66 , ___ , ___ , ___ , ___ , ___

★ **Start on 68.**

58 , 48 , ___ , ___ , ___ , ___

★ **Start on 55.**

45 , ___ , ___ , ___ , ___

★ **Start on 74.**

___ , ___ , ___ , ___ , ___ , ___ , ___

★ **Start on 61.**

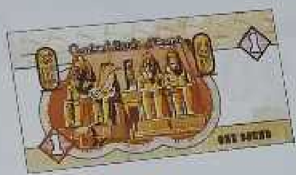
___ , ___ , ___ , ___ , ___ , ___

100 L.E.

Front

Back

Subtracting amount of money within 100 L.E. Use the hundred chart if you need.



100 L.E. – 1 L.E. = 99 L.E.

100 L.E. – 10 L.E. = 90 L.E.

100 L.E. – 20 L.E. = 80 L.E.

Notes for parents

What the student has learned at school :

The student subtracted money from 100 L.E. to reach 0 L.E.

Activities at home :

Print a poster with images of toys with a price on each toy. Use play money to buy and sell with your child.

Complete.

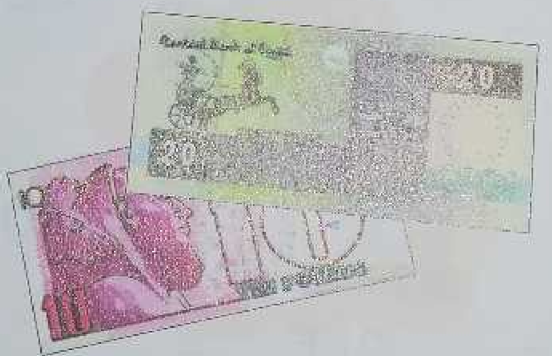
100 L.E. → −10 L.E. → 90 L.E.

90 L.E. → −10 L.E. → ______ L.E.

______ L.E. → −20 L.E. → ______ L.E.

______ L.E. → −20 L.E. → ______ L.E.

______ L.E. → −10 L.E. → ______ L.E.



______ L.E. → −20 L.E. → ______ L.E.

______ L.E. → −10 L.E. → ______ L.E.

Lesson 90

- Counting backward by ones and tens
- Subtracting money

Place a sticker

Join :

40 L.E. - 10 L.E. •	• 40 L.E.
100 L.E. - 20 L.E. •	• 72 L.E.
73 L.E. - 1 L.E. •	• 30 L.E.
50 L.E. - 10 L.E. •	• 80 L.E.
82 L.E. - 20 L.E. •	• 62 L.E.

Complete :

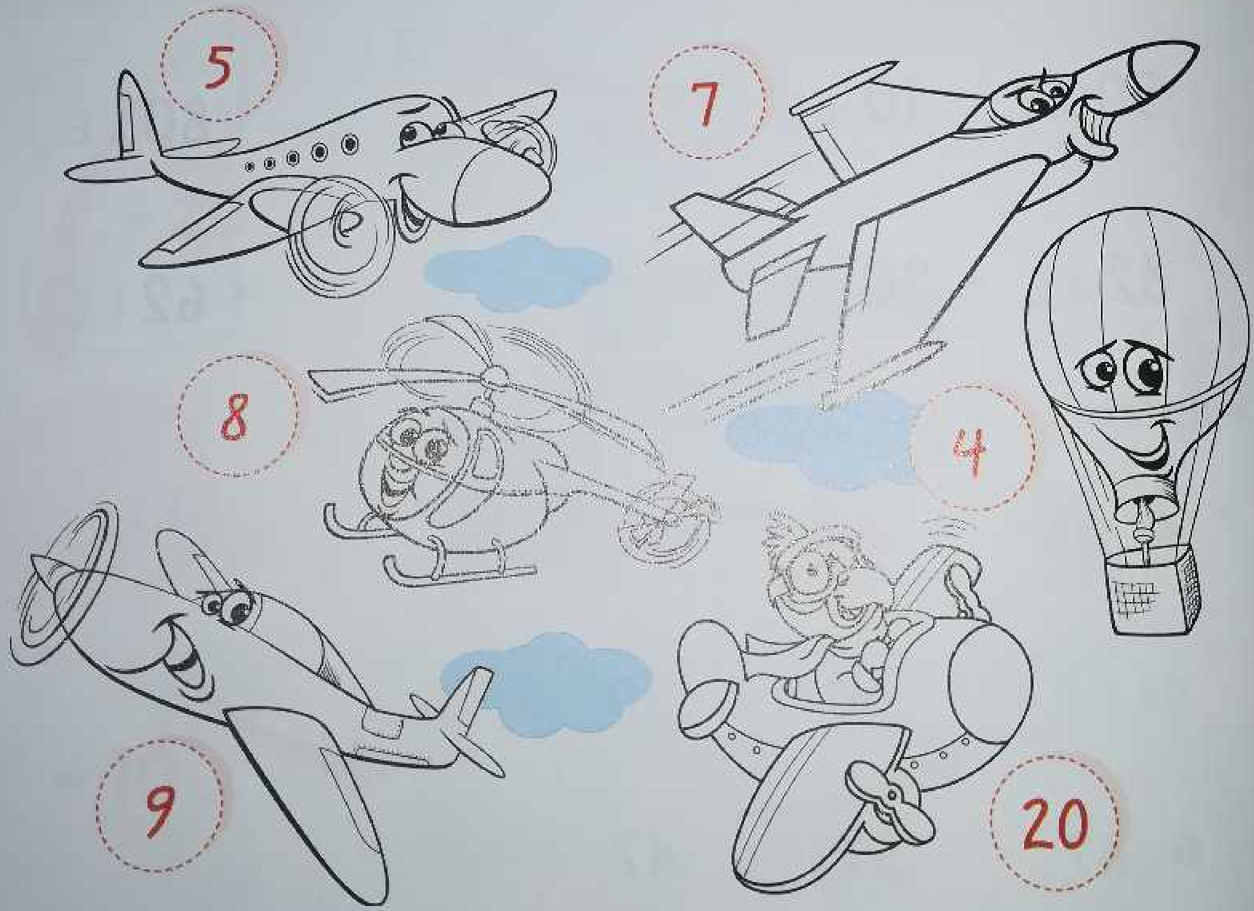
- 85 , 84 , 83 , ____ , ____
- 50 , 40 , 30 , ____ , ____
- 67 , 57 , 47 , ____ , ____

Notes for parents : Show your child two amounts of money and ask him/her to find the difference between them.

ArT corner

Complete the following, then color according to the missing number.

- 60 - 40 = ...
- 13 - .... = 8
- 12 + ... = 16
- .... + 9 = 17
- 15 - .... = 8
- 7 + ... = 16



Play Money

Directions :

- Help your child to cut each money note in the two pages.
- Tell your child to imagine he/she is shopping at a store and let him/her buy his/her toys at home after you say the price of each one.

البنك المركزي المصري
جنيه واحد

البنك المركزي المصري
جنيه واحد

البنك المركزي المصري
جنيه واحد

البنك المركزي المصري
جنيه واحد

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جنيه واحد

البنك المركزي المصري
جنيه واحد

البنك المركزي المصري
خمسة جنيهات

البنك المركزي المصري
خمسة جنيهات

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خمسة جنيهات

البنك المركزي المصري
خمسة جنيهات

البنك المركزي المصري
خمسة جنيهات

CENTRAL BANK OF EGYPT
10
TEN POUNDS

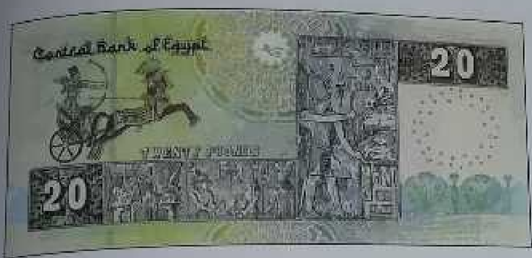
CENTRAL BANK OF EGYPT
10
TEN POUNDS

CENTRAL BANK OF EGYPT
10
TEN POUNDS

CENTRAL BANK OF EGYPT
10
TEN POUNDS

CENTRAL BANK OF EGYPT
10
TEN POUNDS

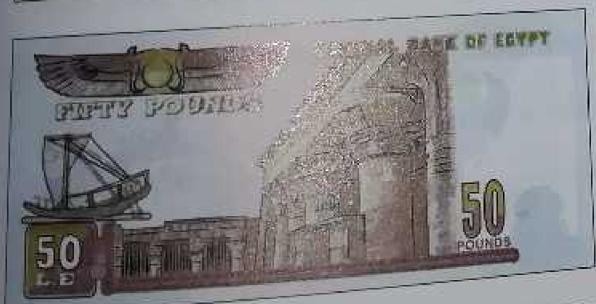
CENTRAL BANK OF EGYPT
10
TEN POUNDS


Central Bank of Egypt
20
TWENTY POUNDS
20

Central Bank of Egypt
20
20

Central Bank of Egypt
20
TWENTY POUNDS
20

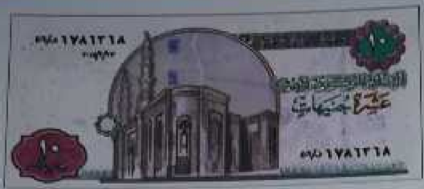
Central Bank of Egypt
20
TWENTY POUNDS
20


BANK OF EGYPT
FIFTY POUNDS
50
POUNDS
50
L.E

CENTRAL BANK OF EGYPT
FIFTY POUNDS
50
POUNDS
50
L.E

100
POUNDS
100
CENTRAL BANK OF EGYPT
ONE HUNDRED POUNDS
100
L.E

100
POUNDS
100
CENTRAL BANK OF EGYPT
ONE HUNDRED POUNDS
100
L.E



Progress Chart

This chart lists all the outcomes of this chapter.
...e your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Subtract multiples of 10 from multiples of 10 within 90.	☆
Apply place value concepts to solve subtraction problems.	☆
Apply strategies to solve addition story problems within 20.	☆
Solve addition problems to find an unknown quantity.	☆
Apply strategies to solve subtraction story problems within 20	☆
Solve subtraction problems to find an unknown quantity.	☆
Count by ones and tens starting at any number.	☆
Apply strategies to add 1 L.E. , 5 L.E. , 10 L.E. , 20 L.E. and 50 L.E. notes within 100 L.E.	☆
Add two-digit and one-digit numbers.	☆
Subtract amounts of money within 100 L.E.	☆
Subtract one-digit and two-digit numbers.	☆
Count backward by ones and tens starting at any number.	☆
Apply strategies to add amount of money within 100 Egyptian pounds.	☆

CHAPTER 4

Lessons 91 - 92 : Subtracting multiples of 10 from two-digit numbers - Two-dimensional shapes (2D shapes)

Lessons 93 - 95 : Adding multiples of 10 to two-digit numbers - Three-dimensional shapes (3D shapes)

Lessons 96 - 97 : Half - Quarter (one fourth)

Lessons 98 - 100 : Decomposing a number within 10 into two parts

Lessons **91-92**

★ Subtracting multiples of 10 from two-digit numbers
★ Two-dimensional shapes (2D shapes)

Outcomes

Students will :

- Apply place value concepts to solve a subtraction problem.
- Identify and illustrate examples of circles, rectangles, squares and triangles.
- Build and draw two-dimensional shapes.
- Identify the attributes of circles, rectangles, squares and triangles.

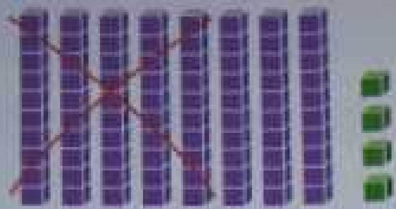
Key vocabulary

- Attribute
- Square
- Circle
- Corner
- Triangle
- Rectangle
- Side

Subtracting multiples of 10 from two-digit numbers

Subtract 84 - 50

First way



$$\begin{array}{r} 84 \\ -\ 50 \\ \hline 34 \end{array}$$

84 - 50 = 34

Take 5 tens out of 8 tens and 4 ones

Start at 84 and move up 5 rows because each row is 10. You will reach the number 34

Second way

$$\begin{array}{r} 84 \\ -\ 50 \\ \hline 34 \end{array}$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

84 - 50 = 34

Notes for parents

What the student has learned at school :

The student learned how to subtract multiples of 10 from 2-digit numbers.

Third way

	tens	ones
	8	4
−	5	0
	3 (8-5)	4 (4-0)

- Line up the tens and the ones of the two numbers.
- Subtract the ones column first, then the tens column.

84 - 50 = 34

Activities at home :

Give your child an amount of money contains some tens notes and some pounds less than 10 and ask him/her to give you 10 or 20 or 30, ... and count the remainder.

Subtract.

35 - 20

59 - 10

74 - 50

81 - 60

93 - 30

67 - 60

43 - 30

99 - 70

72 - 10

Two-dimensional shapes (2D shapes)

This is
a square

This is
a triangle

This is
a rectangle

This is
a circle

Notes for parents

What the student has learned at school :

The student recognized triangle, rectangle, square and circle.

Activities at home :

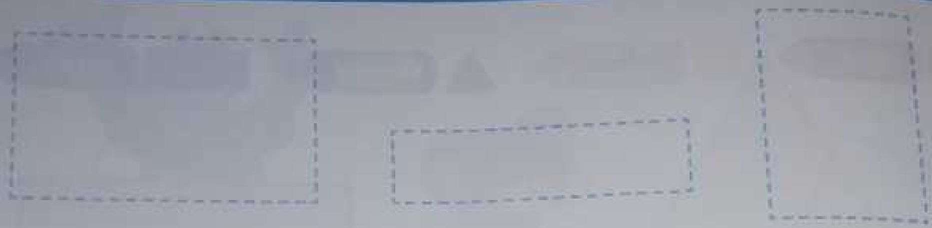
Help your child to draw triangle, rectangle, square and circle using clay.

Color the picture.

Red · Yellow · Green · Blue

- How many squares ? ______
- How many triangles ? ______
- How many circles ? ______
- How many rectangles ? ______

Trace all the ▭ .



Trace all the △ .

Trace all the □ .

Trace all the ○ .

Notes for parents

What the student has learned at school :

The student drew triangle, rectangle, square and circle.

Activities at home :

Let your child work with his / her friends to make shapes with their bodies.

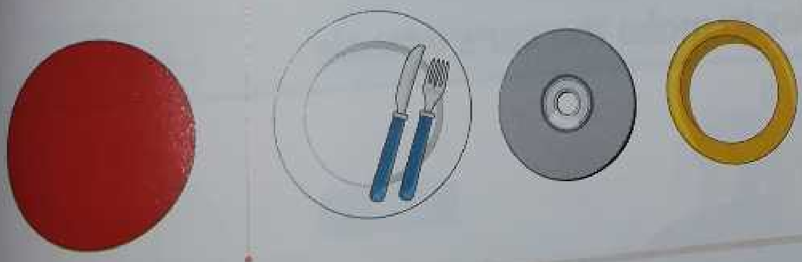
Shapes in our life

Square

Rectangle

Triangle

Circle



Notes for parents

What the student has learned at school :

The student identified examples for two-dimensional shapes in his / her life.

Activities at home :

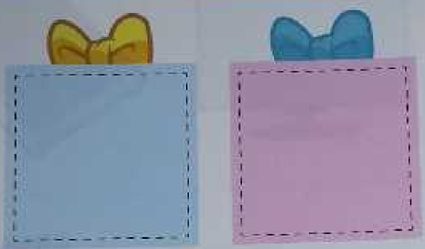
Help your child to find triangular, squared, rectangular, circular objects around home.

Trace the triangles to make tents.

Trace

Triangle

Trace the squares to make presents.



Trace

Square

Trace the rectangles to make doors.

Trace

Rectangle

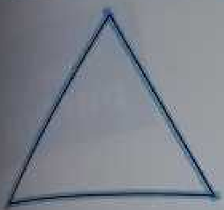
Trace the circles to make the car's wheels.

Trace

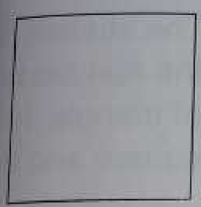
Circle

Identifying sides

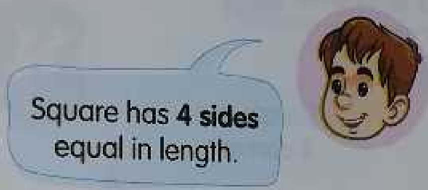
Use ✏ to trace each side.
Write how many sides in each shape.



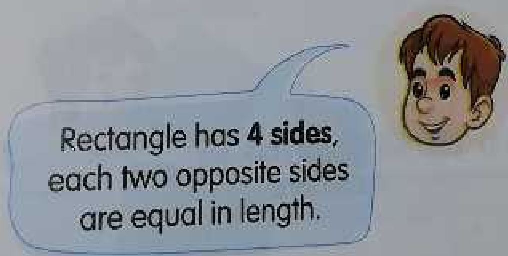
3 sides

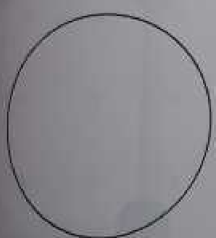


____ sides

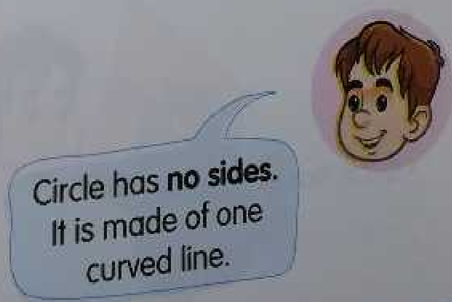


____ sides





____ sides



Notes for parents

What the student has learned at school :

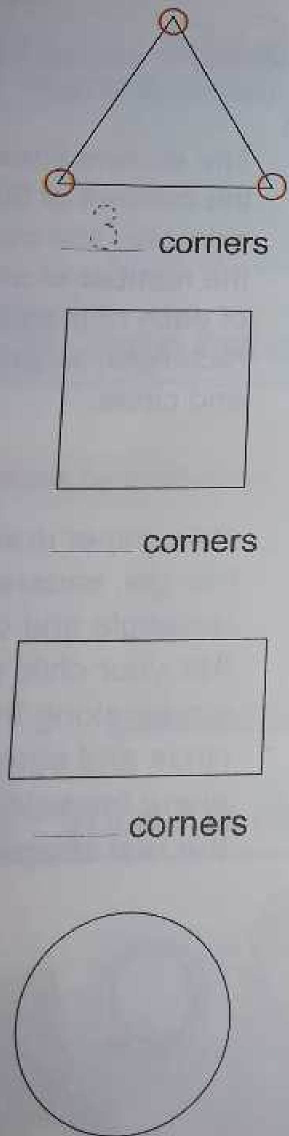
The student knew the concept of the side. He / she count the number of sides of each of triangle, rectangle, square and circle.

Activities at home :

On a paper draw triangle, square, rectangle and circle. Ask your child place a rope along the circle and straws along the sides of the rest shapes.

Identifying corners

Use [crayon] to circle each corner.
Write how many corners in each shape.



3 corners

Triangle has **3 corners.**

___ corners

Square has **4 corners.**

___ corners

Rectangle has **4 corners.**

___ corners

Circle has **no corners.**

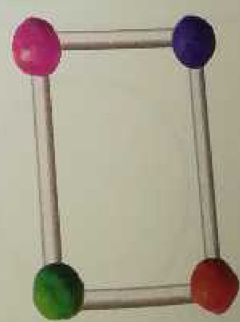
Notes for parents

What the student has learned at school :

The student counted the number of corners of triangle, rectangle, square and circle.

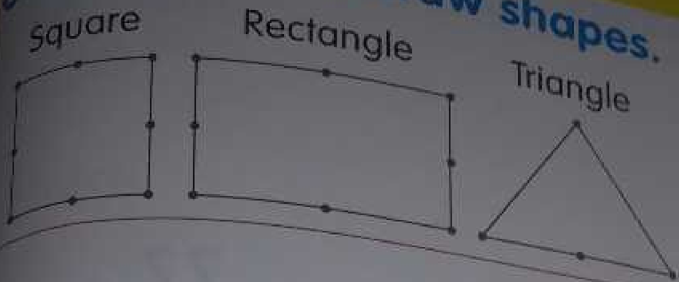
Activities at home :

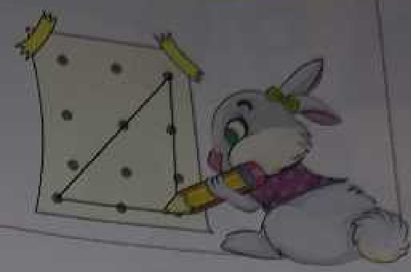
Invite your child to use straws and clay to build his/her own triangles, rectangles and squares.



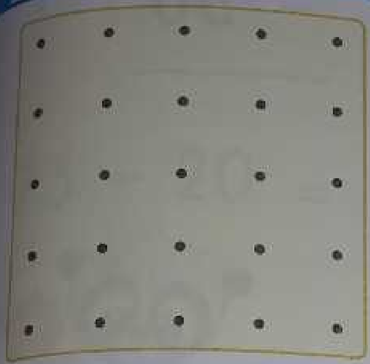
Draw shapes

Connect dots to draw shapes.



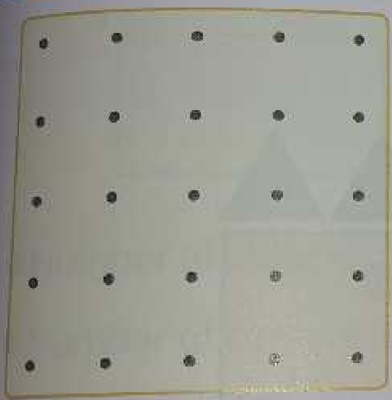


Draw a square.

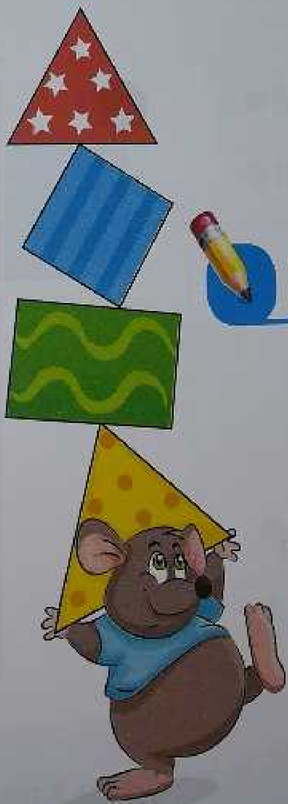


Draw a different square.

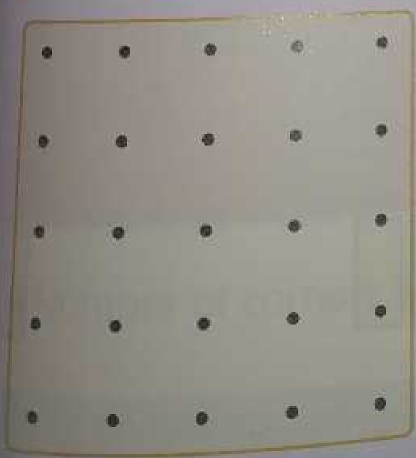
Draw a rectangle.



Draw a different rectangle.



Draw a triangle.



Draw a different triangle.

Lesson 91

• Subtracting multiples of 10
• Two-dimensional shapes

Place a sticker

Subtract.

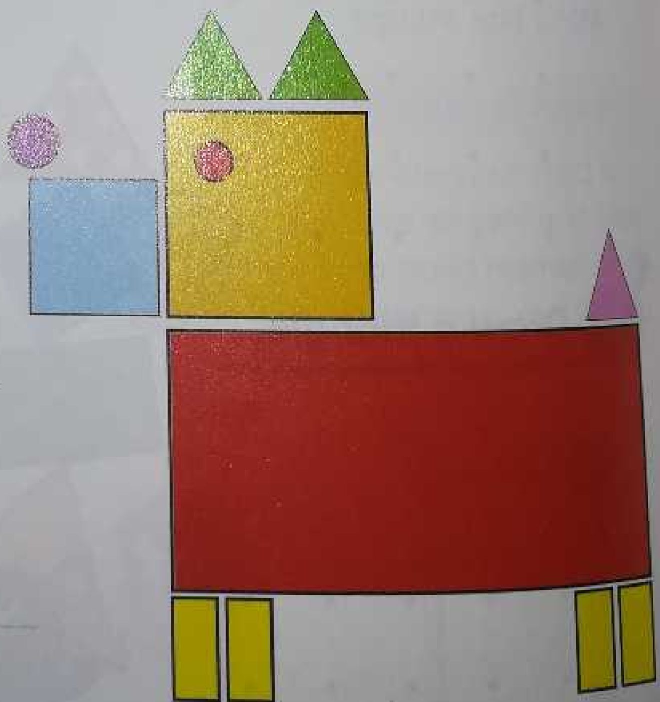
$$\begin{array}{r} 85 \\ -\ 30 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ -\ 40 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ -\ 50 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ -\ 20 \\ \hline \end{array}$$

Look and count.



- How many squares ? ______
- How many triangles ? ______
- How many circles ? ______
- How many rectangles ? ______

Notes for parents : Ask your child to show you a rectangular, squared, triangular and circled objects in your home.

Lesson 92

- Subtracting multiples of 10
- Sides & corners

Place a sticker

Subtract.

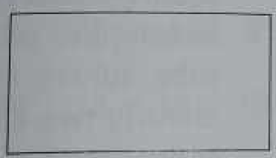
48 - 30 = ______

35 - 10 = ______

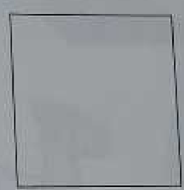
73 - 20 = ______

85 - 80 = ______

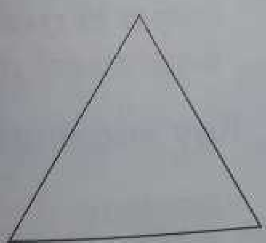
Complete each of the following.



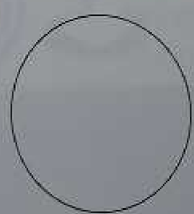
- Number of sides is ______
- Number of corners is ______



- Number of sides is ______
- Number of corners is ______



- Number of sides is ______
- Number of corners is ______



- Number of sides is ______
- Number of corners is ______

Notes for parents : Ask your child to draw a shape that has 3 sides and 3 corners.

Lessons

93-95

- ★ Adding multiples of 10 to two-digit numbers
- ★ Three-dimensional shapes (3D shapes)

Outcomes

Students will :

- Apply place value concepts to solve an addition problem.
- Identify three-dimensional shapes :
  square-based pyramid, rectangular prism (cuboid), cube, sphere, cone, cylinder.
- Identify two-dimensional shapes within three-dimensional shapes.
- Identify examples of three dimensional shapes in the real life.
- Compose two-dimensional shapes to create three dimensional shapes.

Key vocabulary

- Attribute
- Rectangular prism (cuboid)
- Square-based pyramid
- Cube
- Cylinder
- Flat
- Circle
- Cone
- Sphere
- Corner
- Face
- Edge
- Side
- Solid

Adding multiples of 10 to two-digit numbers

Add.

$$\begin{array}{r} 34 \\ +\ 50 \end{array}$$

First way

	tens	ones
	3	4
+	5	0
	8	4

First add the ones
4 + 0 = 4
Second add the tens
3 + 5 = 8

34 + 50 = 84

Second way

Start at 34 and move down 5 rows because each row is 10. You will reach the number 84.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

34 + 50 = 84

Notes for parents

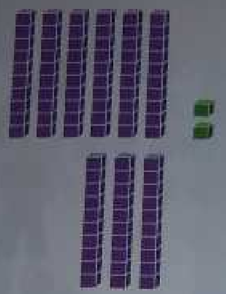
What the student has learned at school :

The student added multiples of 10 to two-digit numbers.

Activities at home :

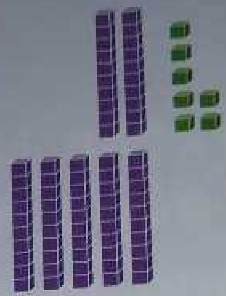
Give your child a two-digit number and ask him/her to add 10 , 20 , 30 , 40 , 50 , ... to this number.

Complete.



+

tens	ones
___	___
___	___
___	___



+

tens	ones
___	___
___	___
___	___

Add.

35 + 20

  35
+ 20
—
  55

35 + 20 = 55

29 + 10

  29
+ 10
—
  ___

29 + 10 = ___

16 + 50

  ___
+ ___
—
  ___

___ + ___ = ___

31 + 40

  ___
+ ___
—
  ___

___ + ___ = ___

25 + 70

  ___
+ ___
—
  ___

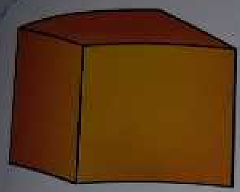
___ + ___ = ___

57 + 20

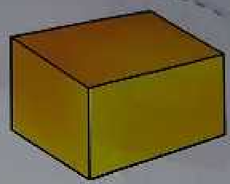
  ___
+ ___
—
  ___

___ + ___ = ___

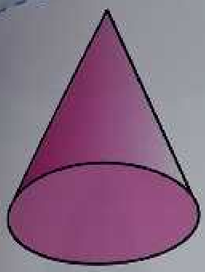
Three-dimensional shapes (3D shapes or solids)



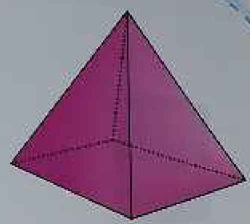
Cube



Rectangular prism (Cuboid)

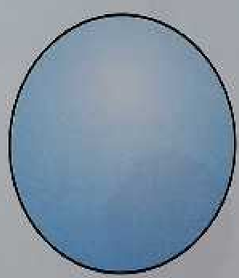


Cone



Square-based pyramid

Cylinder



Sphere

Notes for parents

What the student has learned at school :

The student recognized cube, cuboid, sphere, cone, cylinder and square-based pyramid. These shapes are called three-dimensional shapes (3D shapes) because they have 3 dimensions (length, width and height).

Activities at home :

Find objects at home that are shaped like the solids in this page.

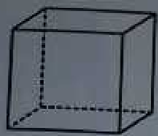
Calendar (Daily routine) :

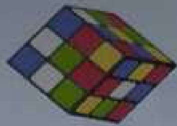
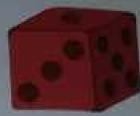
Ask your child questions as :

- What is the day that comes after Monday ?
- What is the month that comes before February ?

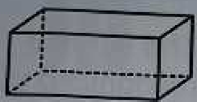
Solids in our life

Cube

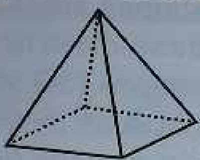


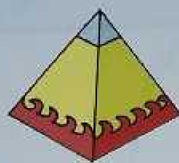



Rectangular prism (Cuboid)

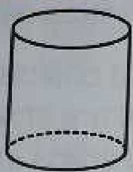
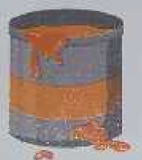


Square-based pyramid

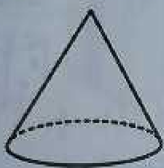




Cylinder

Cone

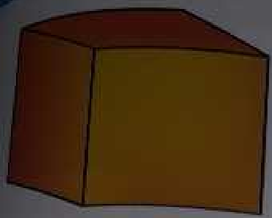


Sphere

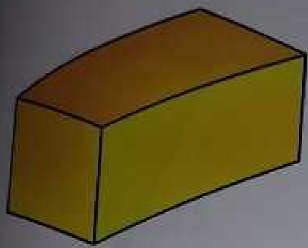
Hint for parents :

Identify more examples of three-dimensional shapes in our life.

Trace the name of each solid.

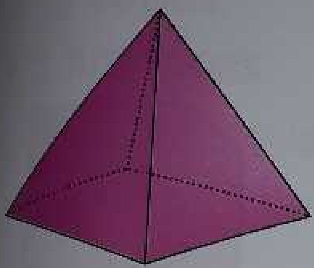


Cube



Rectangular prism

Cuboid



Square-based pyramid

Cone

Cylinder

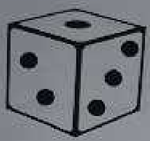
Sphere

Hint for parents :

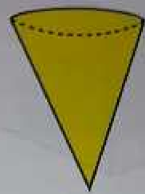
Your child should understand the difference between cubes and rectangular prisms as they understand the difference between squares and rectangles.

Join each shape with its name.

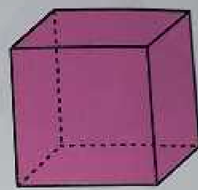
Cone



Sphere

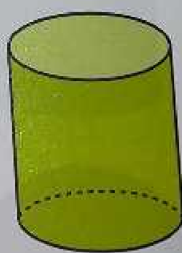


Cuboid

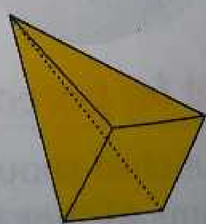


Cylinder

Pyramid

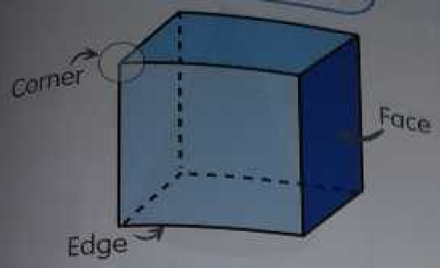


Cube



Describing solids

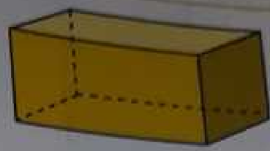
Cube



The cube has :

- 8 corners.
- 12 edges.
- 6 flat faces.
  - *Each face is a square.*
  - *All faces have the same size.*

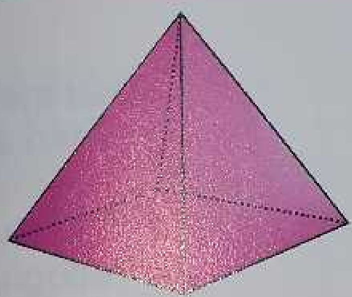
Rectangular prism (Cuboid)



The rectangular prism has :

- 8 corners.
- 12 edges.
- 6 flat faces.
  - Each face is a rectangle or a square.
  - Each two opposite faces have the same size.

Square-based pyramid



The square-based pyramid has :

- 4 corners.
- a pointy top.
- 8 edges.
- 1 square flat face (base).
- 4 triangular flat faces.

Notes for parents

What the student has learned at school :

The student studied the properties of solids and described each one.

Activities at home :

Find objects like the solids in this page. Ask your child to count the faces, edges and corners of each one.

Cylinder

The cylinder has :

- No corners.
- No edges.
- 2 circular flat faces (bases).
- 1 curved face.

Cone

The cone has :

- No corners.
- a pointy top.
- No edges.
- 1 circular flat face (base).
- 1 curved face.

Sphere

The sphere has :

- No corners.
- No edges.
- 1 curved face.

Notes for parents

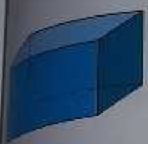
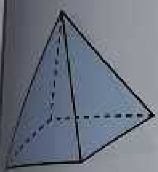
What the student has learned at school :

The student recognized that some solids have curved faces.

Activities at home :

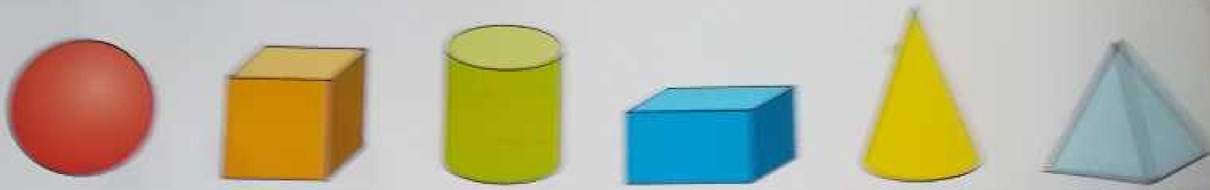
Find objects that are shaped like these solids , let your child try to roll each one.

Name each solid and write the missing numbers.

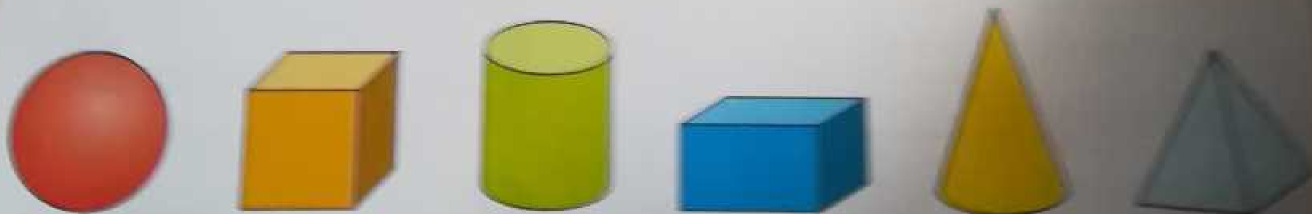
Solid	Name	Corners	Edges	Flat faces	Curved face	Has a pointy top ?
	Cube	8	12	6	0	No
				6		
						Yes
			0			
					1	
		0				

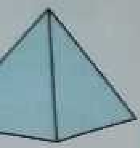
Circle each solid with only a curved face.

Circle each solid with only flat faces.



Circle each solid with both curved and flat faces.





Circle the correct one.

✿ How many faces of a cube?

4 6 8

✿ How many corners of a rectangular prism?

12 6 8

✿ What is the shape of the base of a cone?

square triangle circle

✿ What is the shape of each face of a cube?

rectangle square triangle

✿ How many circular bases of a cylinder?

1 2 3

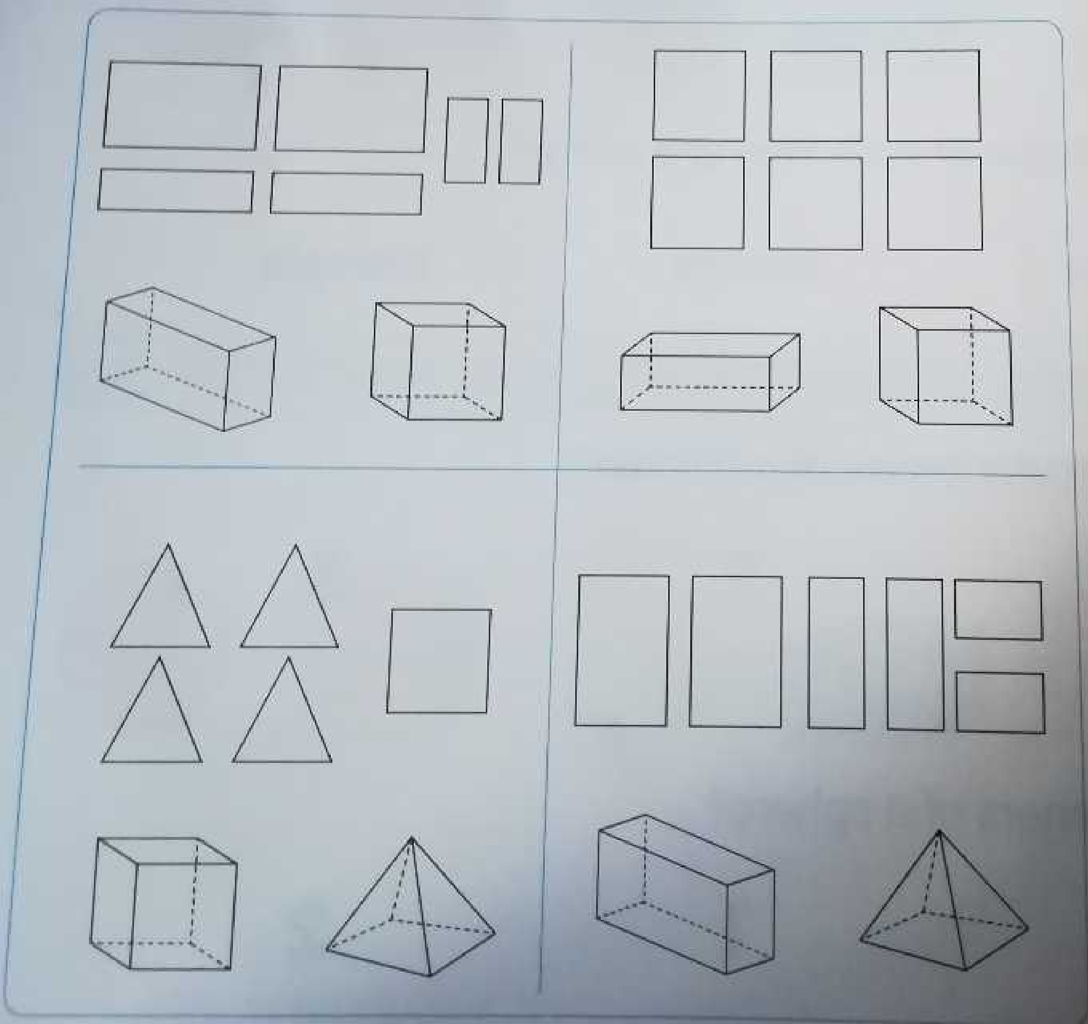
✿ How many corners of a sphere?

0 1 2

Plane shapes on solids

Each 3D shape is made up of 2D shapes

Look at the faces on the solid figure. Circle the solid you can use to trace the faces.



Notes for parents

What the student has learned at school :

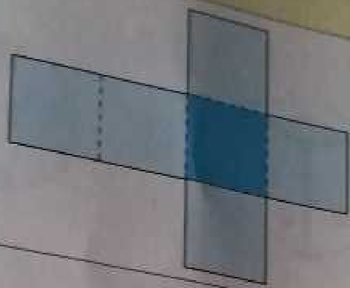
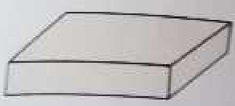
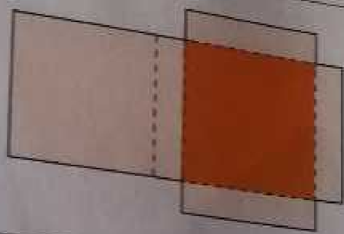
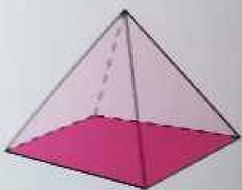
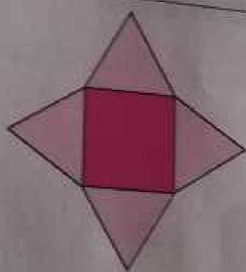
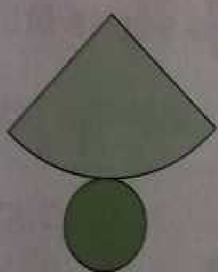
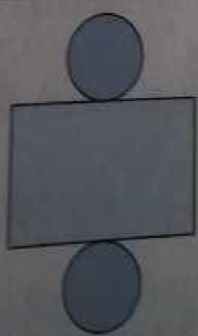
The student used 3D shapes to draw 2D shapes.

Activities at home :

Gather some objects that are solids,such as a box and a can. Have your child place each one on a sheet of paper, trace the faces and name the shape he/ she drew.

Nets of solids

You can use cardboard and glue to make many solids, the following table shows solids and their nets :

Solid	Net of solid
Cube	
Rectangular prism (Cuboid) 	
Square-based pyramid 	
Cone	
Cylinder	

Notes for parents

What the student has learned at school :

The student formed 3D shapes using the net of each solid.

Activities at home :

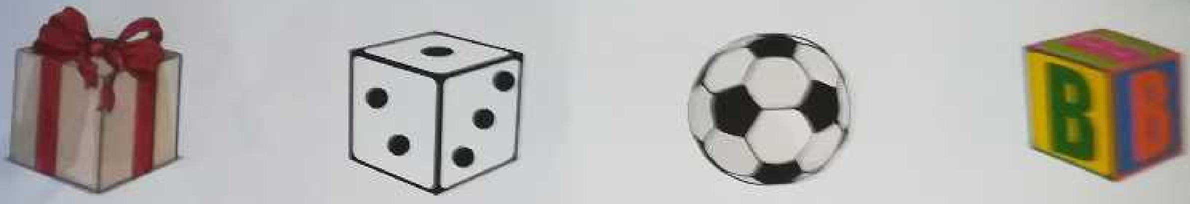
Help your child to fold the net of solids with this book to form 3D shapes.

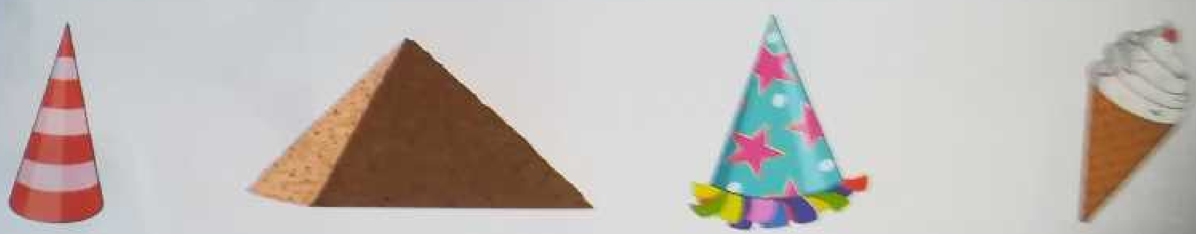
Lesson 93

Three-dimensional shapes

Place a sticker

Cross out the item that does not belong in each row.





Notes for parents : Ask your child to find a box, a ball and a can, and then tal how they are alike and how they are different.

Lesson **94**

- **Adding multiples of 10**
- **Describing solids**

Place a sticker

Add.

26 + 30 = ____	48 + 20 = ____	55 + 40 = ____
76 + 10 = ____		

Complete.

- The base of the cone is in the shape of ____________
- The number of corners of the cylinder = ____________
- The number of edges of a cube = ____________
- The number of corners of a cuboid = ____________
- Each face of the faces of the cube is a ____________
- The number of faces of a cuboid = ____________

Notes for parents : Help your child to make a cylinder by cutting out two circled p...ns of the same size for its bases and fold a rectangular sheet of paper to f... the cylinder body.

Lesson 95

- Adding multiples of 10
- Plane shapes on solids

Place a sticker

Add.

22 + 50 = ______

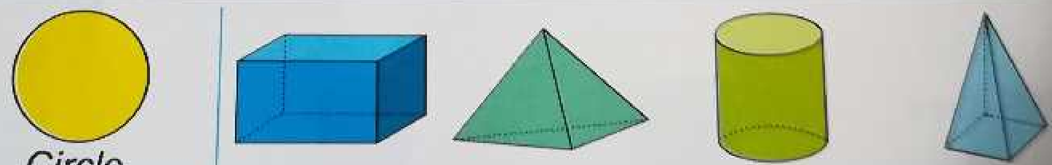
37 + 20 = ______

65 + 30 = ______

46 + 40 = ______

Circle the solid in which you can see the given shape.

Square



Circle

Rectangle

Triangle

Notes for parents : Help your child to color one face of a solid and make it as a print stamp on a paper sheet.

Place a sticker

=

=

en shape.

a print

Lessons 96-97

Half
Quarter (one fourth)

Outcomes

Students will :

- Divide a circle/rectangle into two and four equal shares.
- Describe equal shares of a circle/rectangle as halves and fourths (quarters) of the whole shape.
- Identify how many equal shares of a circle/rectangle makes a whole.
- Explain that decomposing circles/rectangles into equal shares creates smaller shares.

Key vocabulary

- Circle	- Rectangle
- Equal	- Halves
- Fourths	- Quarters
- Parts	- Whole

The half

One whole

2 equal parts
Each part is a half

One whole = 2 halves

Notes for parents

What the student has learned at school :

The student folded a circle or a rectangle into two equal parts of the same size and shape. Those parts are called halves.

Activities at home :

Give your child three sheets of paper of different sizes.

Ask him/her to fold each sheet in half and to name each part as one half.

Calendar (Daily routine) :

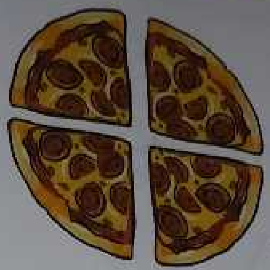
Ask your child questions as :

What was yesterday ?

Trace.

Half

The quarter (one fourth)



One whole

4 equal parts
Each part is a quarter (one fourth)

One whole = 4 quarters

Trace.

Quarter

Quarter

Notes for parents

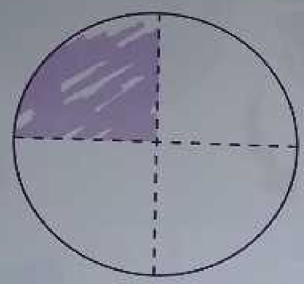
What the student has learned at school :

The student folded a circle or a rectangle into four equal parts. Those parts are called fourths or quarters.

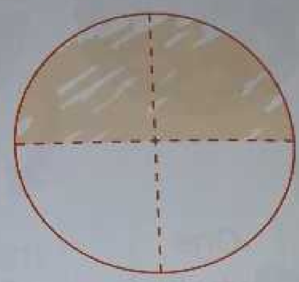
Activities at home :

- Invite your child to divide a bread into 4 equal parts and to name each part as one fourth.
- Confirm that one fourth means one quarter.

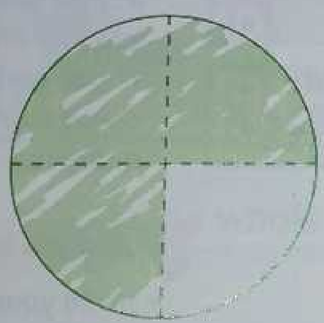
Note



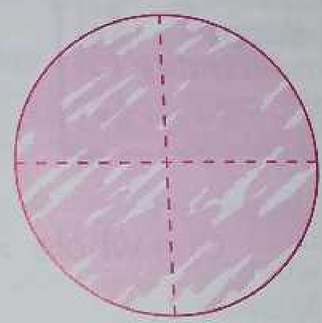
One fourth



Two fourths
= one half

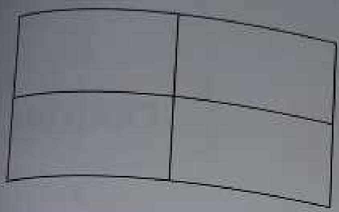


Three fourths



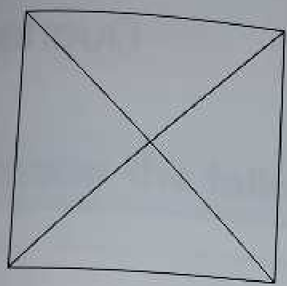
Four fourths
= one whole

Color according to the required.

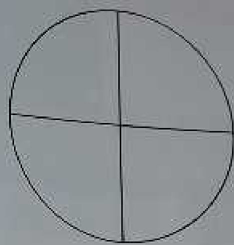


One half

One fourth

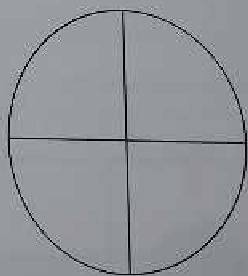


Two fourths



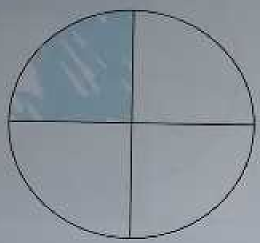
Three fourths

Four fourths

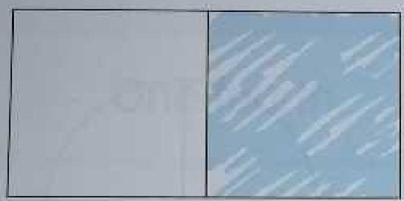


One whole

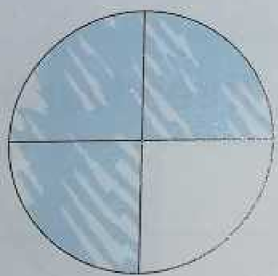
Circle according to the colored part.



Half | Quarter



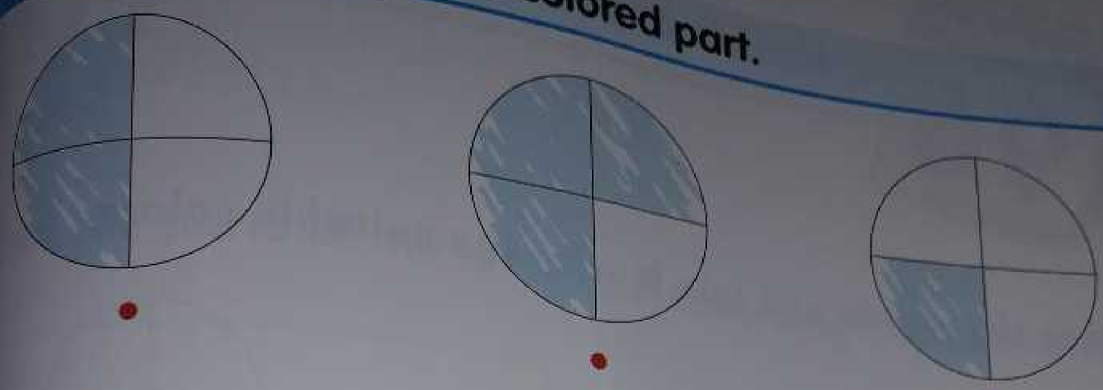
Half | Quarter



Quarter | Three fourths

Half | Quarter

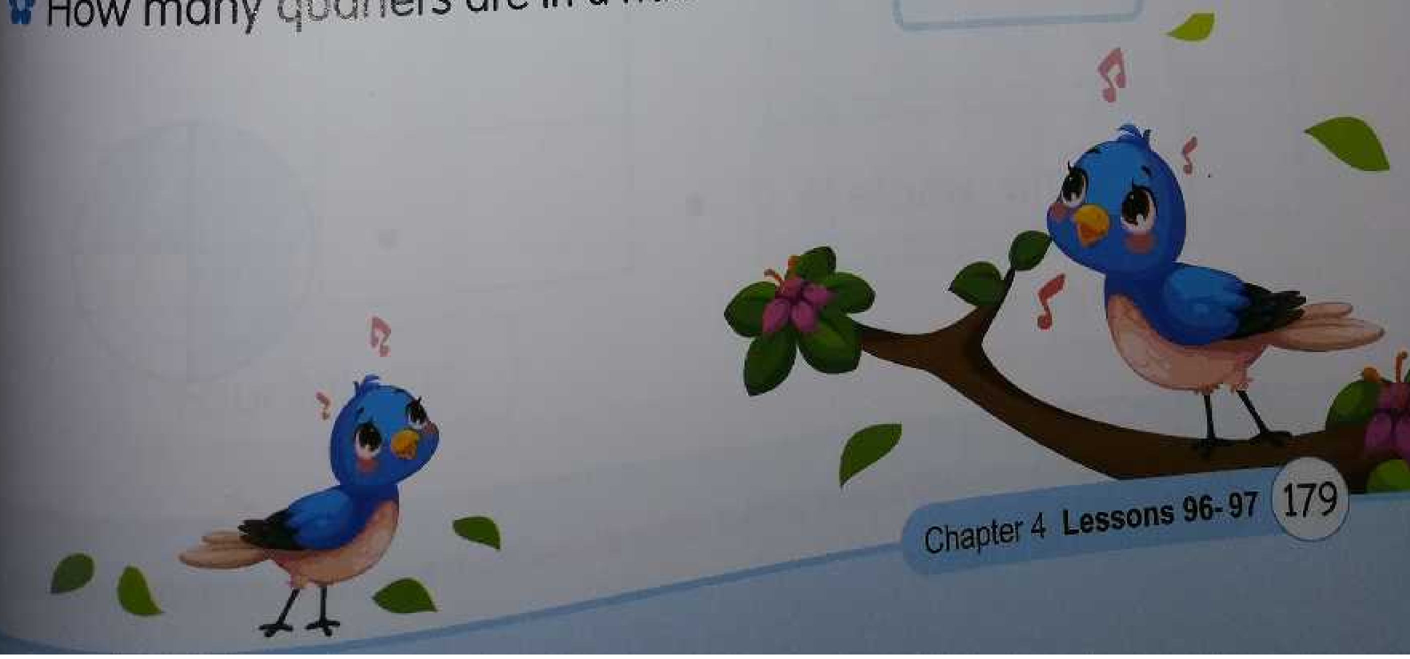
Join according to the colored part.



quarter | half | three quarters

Answer the following questions.

- How many quarters are in a whole one ? ______
- How many halves are in a whole one ? ______
- How many quarters are in a half ? ______

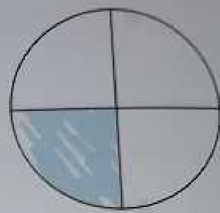


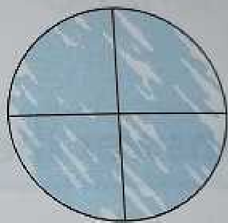
Lesson 96

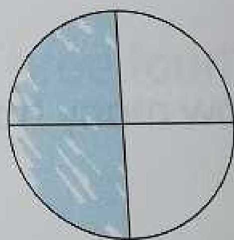
Half & quarter of a circle

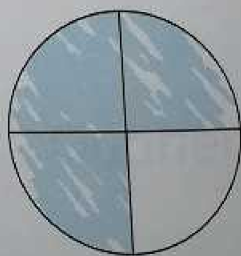
Place a sticker

Trace the words and join it with the suitable colored parts.

Half • • 

Quarter • • 

Three quarters • • 

One whole • • 

Notes for parents : Give your child a piece of muffin. Have your child divide it into 2 equal parts

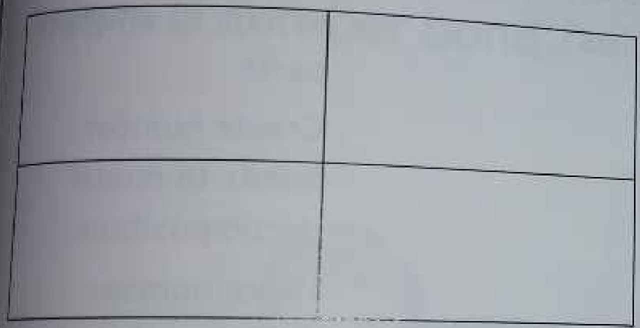
97 Half & quarter of a rectangle

Place a sticker

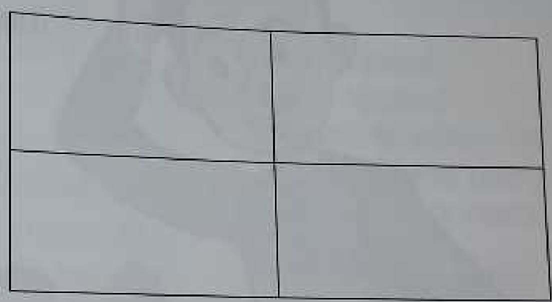
Color the parts of the rectangle according to the required.

One half

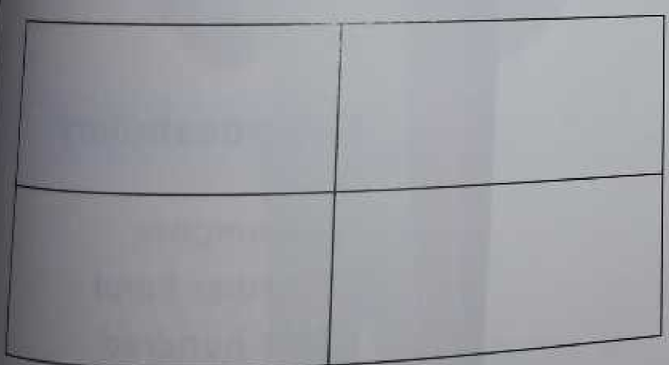
One fourth



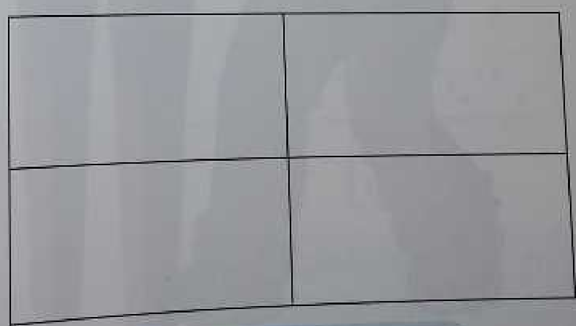
Two fourths



Three fourths



Four fourths



One whole

Notes for parents : Find rectangular things at home that have four equal parts.

Lessons **98-100**

Decomposing a number within 10 into two parts

Outcomes

Students will :

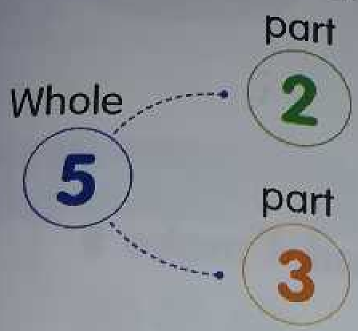
- Decompose quantities within 10 into two parts.
- Create number bonds to model decomposition.
- Write number sentences to model decomposition.
- Count by ones and tens up to 100.

Key vocabulary

- Decompose
- Number bond
- One hundred

Making number bonds

Put 5 cupcakes on two plates.



2 and 3 make 5

This is a number bond.

Notes for parents

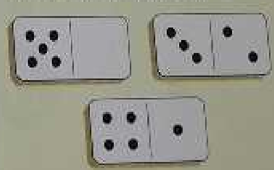
What the student has learned at school :

The student decomposed a number within 10 into two parts using two sided counters.

Activities at home :

Help your child to use dominoes to make a number within 10.

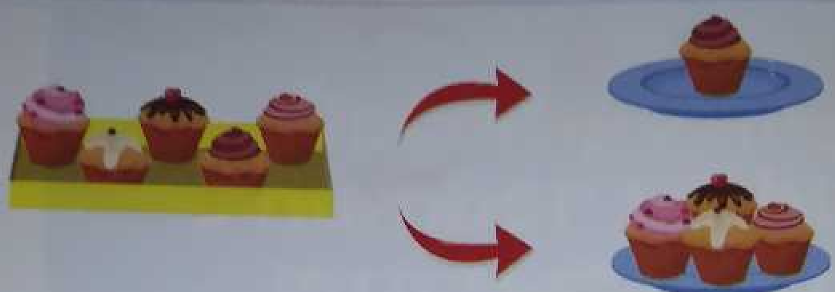
For example : 5

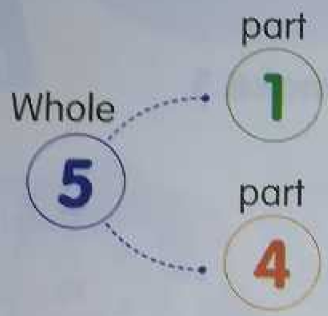


Calendar (Daily routine) :

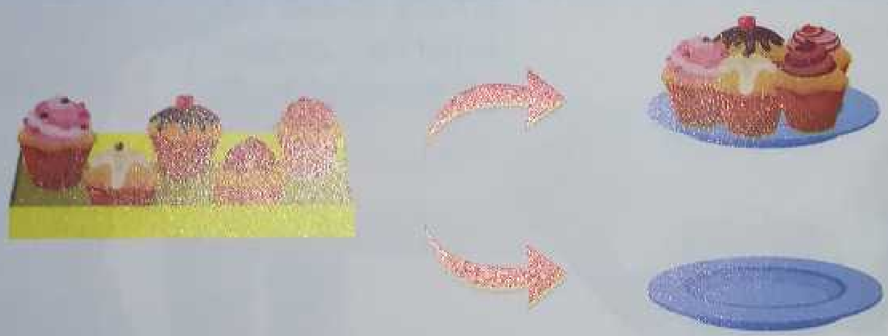
Ask your child to name the months that have number of days less than 31.

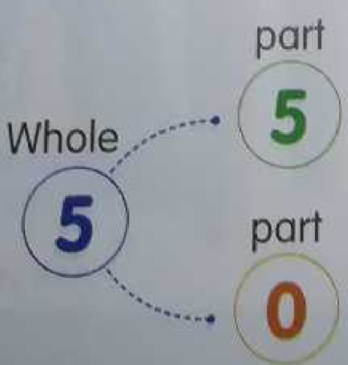
There are other ways to make 5.





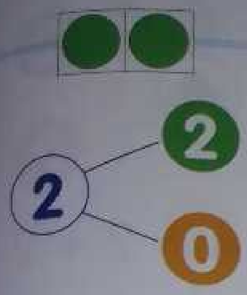
1 and 4 make 5





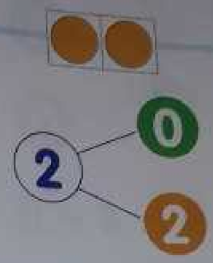
5 and 0 make 5

Ways to make 2



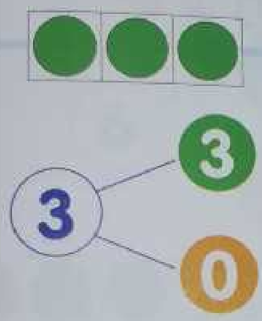
$2 = 2 + 0$

$2 = 1 + 1$

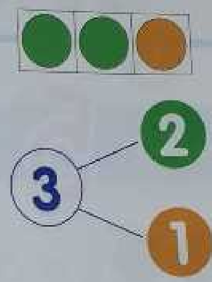


$2 = 0 + 2$

Ways to make 3

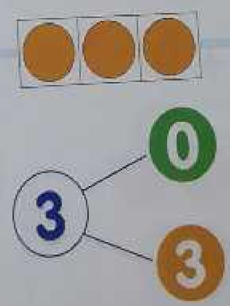


$3 = 3 + 0$



$3 = 2 + 1$

$3 = 1 + 2$



$3 = 0 + 3$

Ways to make 4

4 = 4 + 0

4 = 3 + 1

4 = 2 + 2

4 = 1 + 3

4 = 0 + 4

Ways to make 5

5 = 5 + 0

5 = 4 + 1

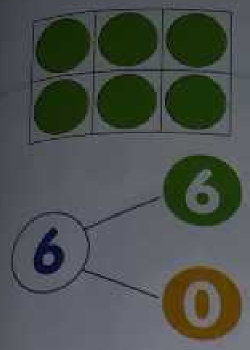
5 = 3 + 2

5 = 2 + 3

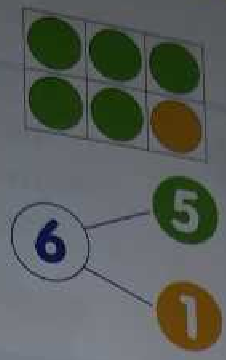
5 = 1 + 4

5 = 0 + 5

Ways to make 6

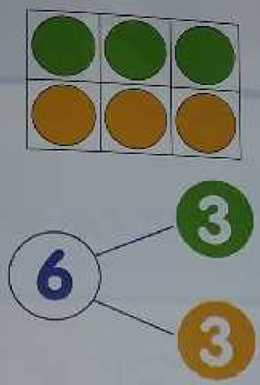


6 = 6 + 0

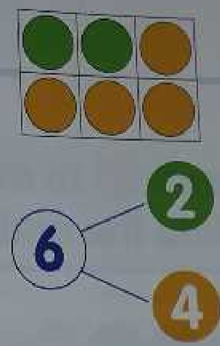


6 = 5 + 1

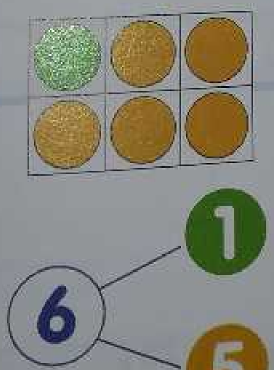
6 = 4 + 2



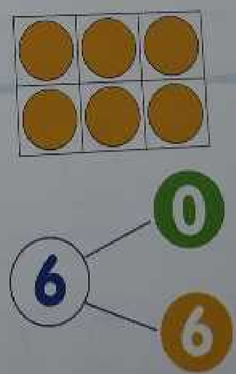
6 = 3 + 3



6 = 2 + 4



6 = 1 + 5



6 = 0 + 6

Ways to make 7

7 + 0 = 7

6 + 1 = 7

Use (green) and (orange) to make 7.
Color. Write the addition sentence.

5 + 2 = 7

___ ◯ ___ ◯ ___

___ ◯ ___ ◯ ___

___ ◯ ___ ◯ ___

___ ◯ ___ ◯ ___

___ ◯ ___ ◯ ___

Ways to make 8

There are many ways you can put 8 into 2 bags.

		In All
0	8	8
1	7	8
2		
3		
4		
5		
6		
7		
8		

Write the addition sentence.

0 + 8 = 8

1 + 7 = 8

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

Ways to make 9 and 10

How can you hold 9 into 2 ?

		In All
0	9	9
1	8	9

How can you put 10 into 2 ?

		In All
0	10	10
1	9	10

Lesson 98

Decomposing a number within 10 into two parts

Place a sticker

Complete.

___ + ___ = 8

___ + ___ = 8

___ + ___ = 8

___ + ___ = 8

8 + 0 = ___

8

___ + ___ = 8

7 + ___ = 8

___ + ___ = 8

___ + 2 = 8

Complete.

___ + ___ = 9

___ + ___ = 9

___ + ___ = 9

___ + ___ = 9

9

___ + ___ = 9

___ + ___ = 9

___ + ___ = 9

___ + ___ = 9

___ + ___ = 9

___ + ___ = 9

Notes for parents : Ask your child how he / she can place 10 pens in 2 glasses that are different in color.

Lesson 99

Number bond

Place a sticker

Decompose the number 2 into two parts.

2 → ___ , ___

___ + ___ = 2

2 → ___ , ___

___ + ___ = 2

Decompose the number 3 into two parts.

___ → ___ , ___

___ + ___ = 3

___ → ___ , ___

___ + ___ = 3

Decompose the number 5 into two parts.

___ → ___ , ___

___ + ___ = 5

___ → ___ , ___

___ + ___ = 5

___ → ___ , ___

___ + ___ = 5

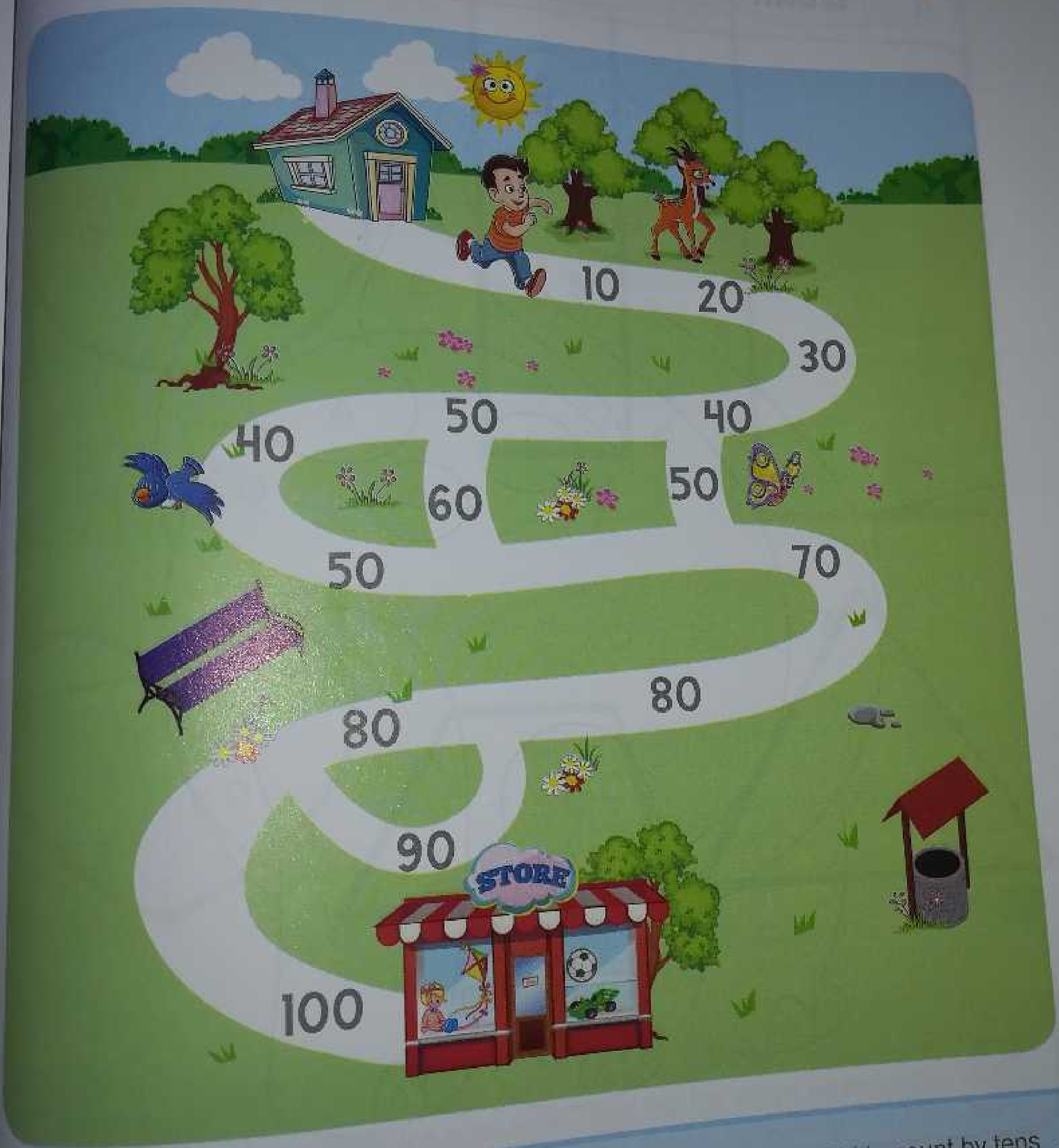
Notes for parents : Ask your child to use small objects to show different ways to make 2 , 3 and 6

Lesson 100

Counting by tens up to 100

Place a sticker

Count in order by tens to draw the path that the boy takes to the store.

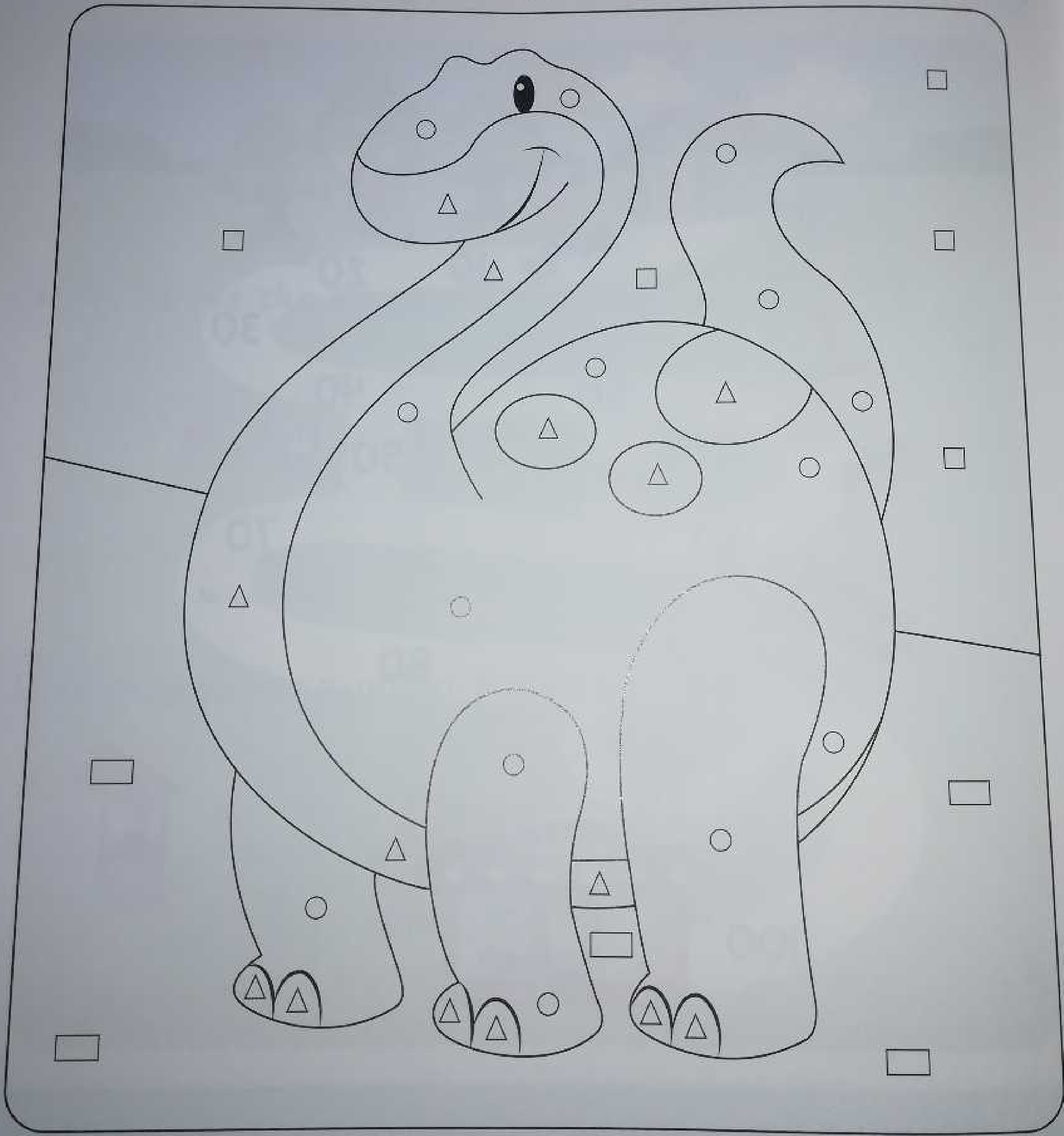


Notes for parents : Say a number between 10 and 50. Ask your child to count by tens from this number up to 100

ArT corner

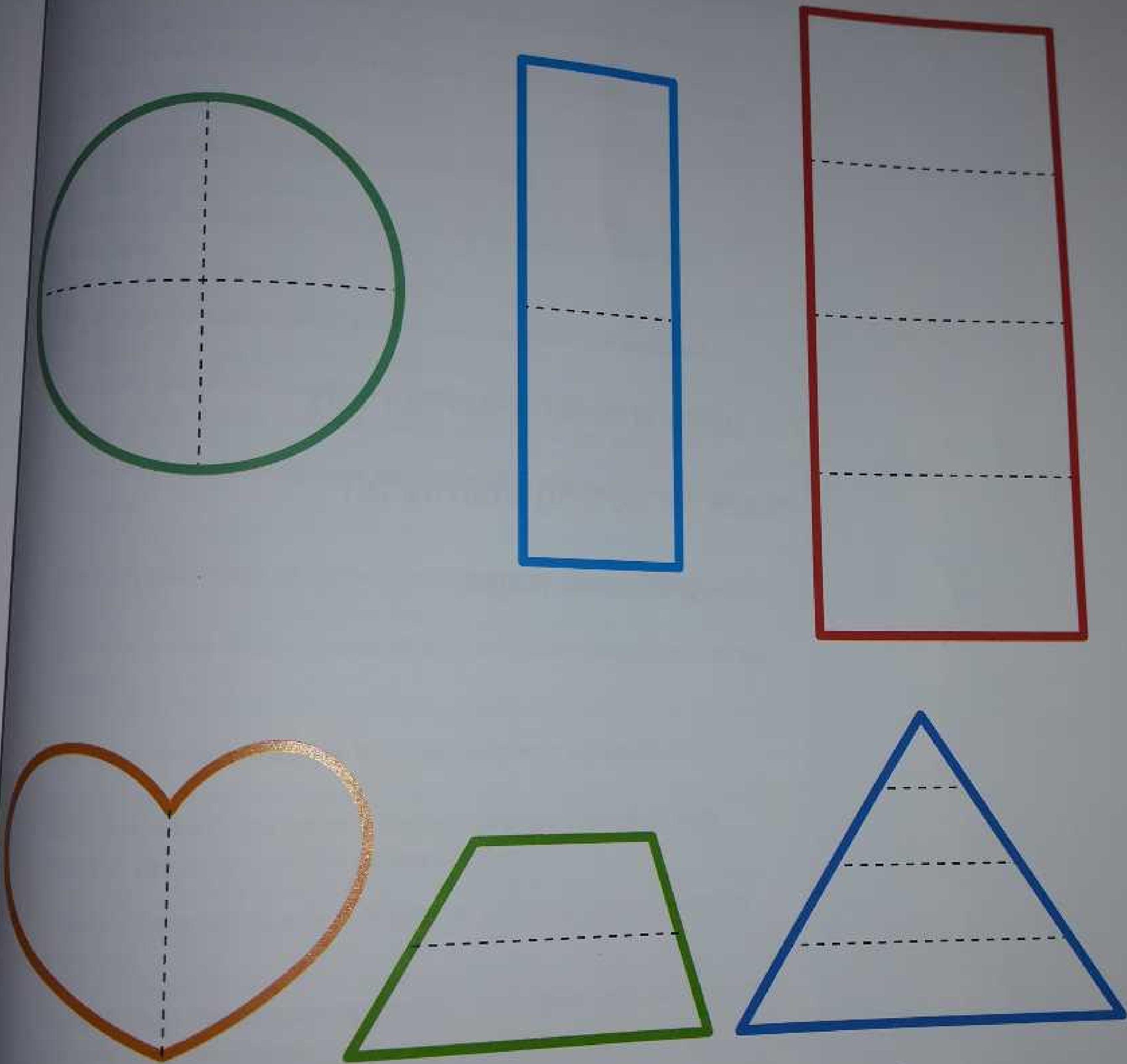
Color the picture.

▭ brown	△ orange	○ green	□ blue



Activity

Equal and Unequal Parts



Directions :
Cut out each shape along the solid lines. Then fold the shape on the dotted lines. Do you have equal or unequal parts? Sort the shapes by equal and unequal parts.

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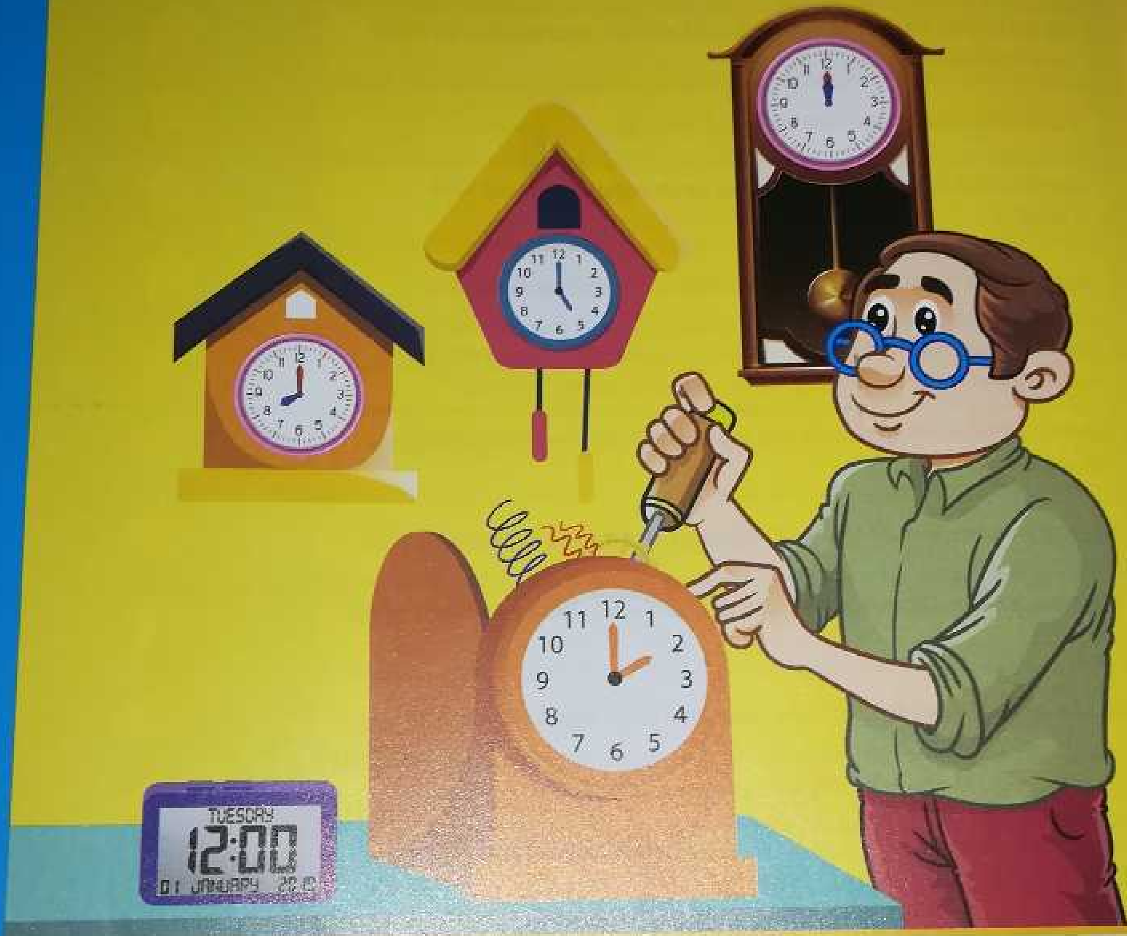
Progress Chart

This chart lists all the outcomes of this chapter.

Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Apply place value concepts to solve a subtraction problem.	☆
Identify and illustrate examples of circles, rectangles, squares and triangles.	☆
Build and draw two-dimensional shapes.	☆
Identify the attributes of circles, rectangles, squares and triangles.	☆
Apply place value concepts to solve an addition problem.	☆
Identify three-dimensional shapes : square-based pyramid, rectangular prism (cuboid), cube, sphere, cone, cylinder.	☆
Identify two-dimensional shapes within three-dimensional shapes.	☆
Identify examples of three dimensional shapes in the real life.	☆
Compose two-dimensional shapes to create three-dimensional shapes.	☆
Divide a circle/rectangle into two and four equal shares.	☆
Describe equal shares of a circle/rectangle as halves and fourths (quarters) of the whole shape.	☆
Identify how many equal shares of a circle/rectangle makes a whole.	☆
Explain that decomposing circles/ rectangles into equal shares creates smaller shares.	☆
Decompose quantities within 10 into two parts.	☆
Create number bonds to model decomposition.	☆
Write number sentences to model decomposition.	☆
Count by ones and tens to 100.	

CHAPTER 5



Lessons **101-102**

Telling time

Outcomes

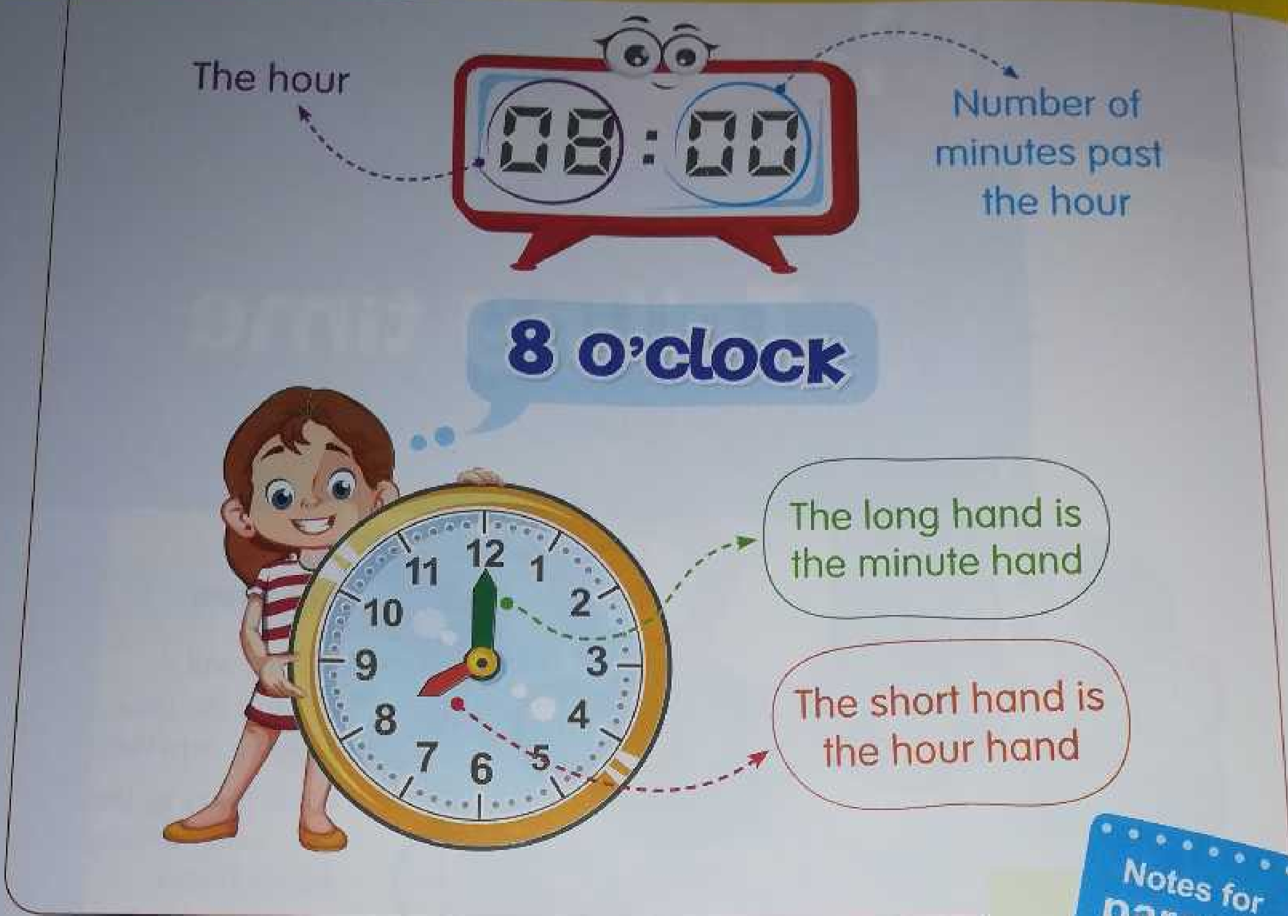
Students will :

- Identify the times they do daily activities.
- Write times to the hour using analog and digital clocks.
- Tell time to the hour using analog and digital clocks.
- Show time to the hour using analog and digital clocks.

Key vocabulary

- Clock
- Hour hand
- Minute hand
- Hour
- Time
- Analog
- Digital
- O'clock

Telling time



- When the minute hand points to **12**, we say **o'clock**.
- The hour hand is pointing to 8, it is 8 o'clock.
- Every hour, the minute hand moves at a medium speed around the clock from 12 until it points to 12 again.
- The day is **24 hours**.
- If it is in the morning, we say that 8 **A.M.**
- If it is in the afternoon, we say that 8 **P.M.**

Notes for parents

What the student has learned at school :

The student told the time on an analog and on a digital clock.

Activities at home :

Ask your child to read a clock, to the hour, several times through out the day.

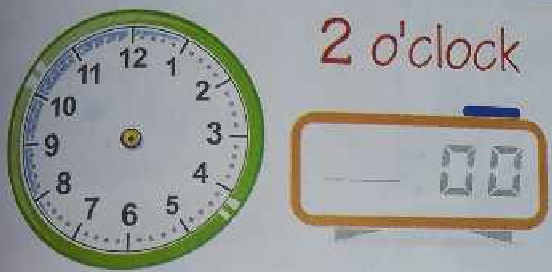
Calendar (Daily routine) :

Ask your child to list all the months begin with M.

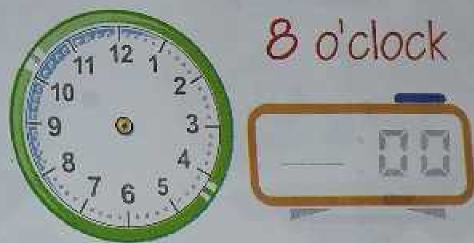
Join the clocks that show the same time.

Draw the hour hand on each clock face. Write the time on the digital clock.

2 o'clock

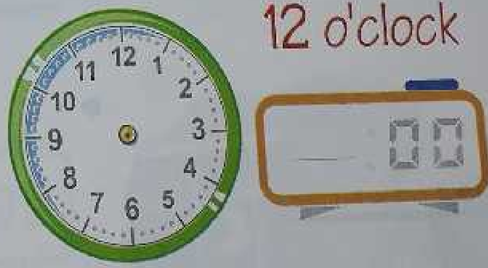


8 o'clock



6 o'clock

12 o'clock



11 o'clock

9 o'clock

Tell the time that you do the following activities.

It is ______ o'clock.

It is ______ o'clock.

It is ______ o'clock.

It is ______ o'clock.

It is ______ o'clock.

Notes for parents

What the student has learned at school :

The student identified the times he/she does daily activities.

Activities at home :

Help your child to tell the time of each of his/her daily activities and make a discussion with him/her to arrange his/her time and give a suitable time to each activity.

Daily routine

Place a sticker

Make your own schedule.

It is 7 o'clock.

It is ____ o'clock.

It is ____ o'clock.

It is ____ o'clock.

It is ____ o'clock.

It is ____ o'clock.

Notes for parents : Encourage your child to talk about his / her daily routine.

Lesson 102

Telling time

Place a sticker

Match the same time.

07:00 •

• It is **10** o'clock.

02:00 •

• It is **7** o'clock.

05:00 •

• It is **5** o'clock.

10:00 •

• It is **6** o'clock.

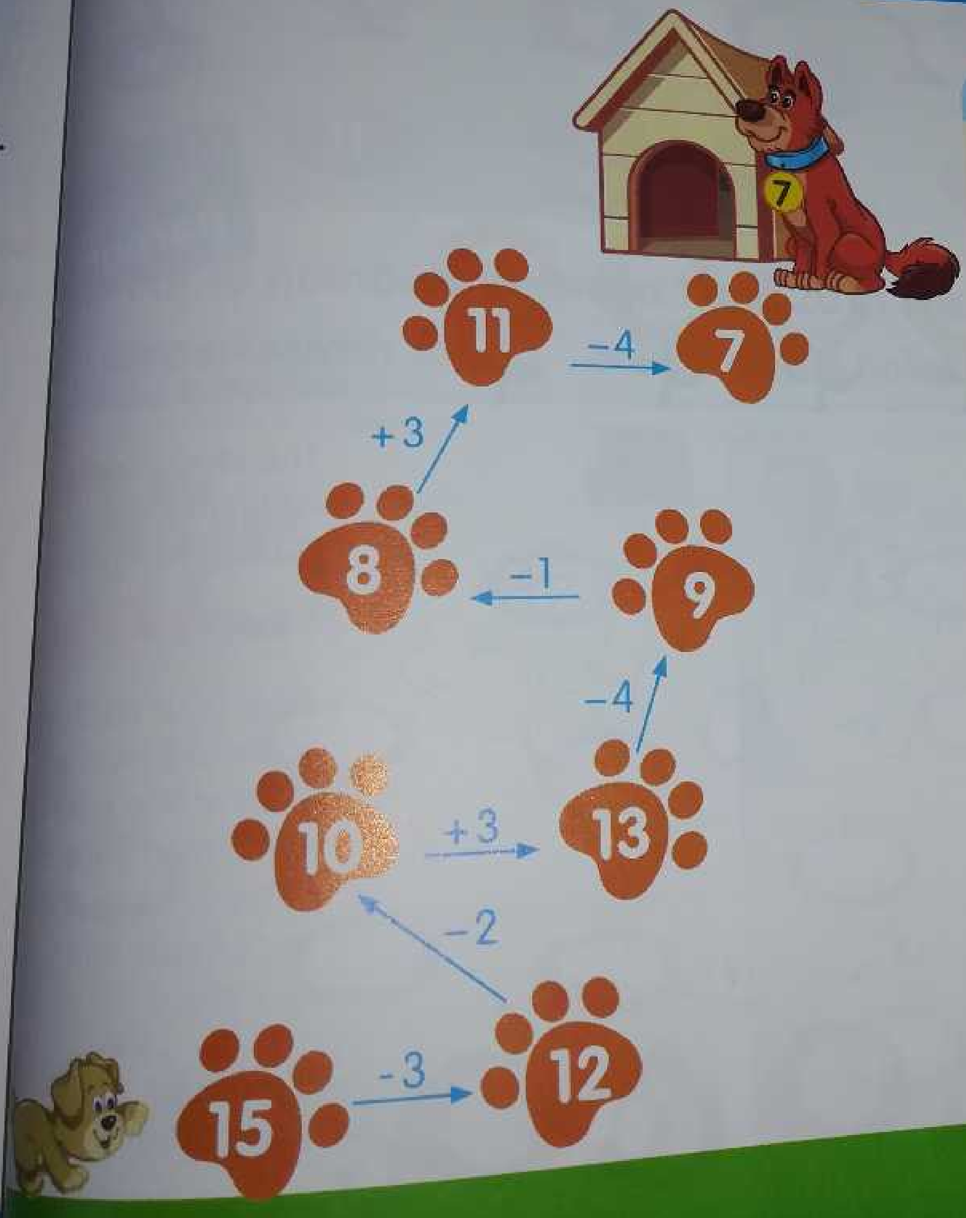
06:00 •

• It is **2** o'clock.

Notes for parents : Use time in your conversation with your child, for example : It is 7 o'clock, it is time to leave for school.

Lessons **103-104**

Addition / subtraction games



Outcomes

Students will :

- Apply strategies to solve addition and subtraction problems.
- Apply understanding of number patterns to solve problems.

Key vocabulary

- Addition
- Subtraction
- Counting on
- Mental math

Complete.

8 → (+2) → 10 → (−3) → ☐ → (+7) → ☐ → (−5) → ☐

6 → (+5) → ☐ → (+3) → ☐ → (−4) → ☐ → (+6) → ☐

15 → (−3) → ☐ → (−4) → ☐ → (+2) → ☐ → (+5) → ☐

3 → (+7) → ☐ → (−2) → ☐ → (−4) → ☐ → (+5) → ☐

17 → (−3) → ☐ → (+5) → ☐ → (−9) → ☐ → (+2) → ☐

Notes for parents

What the student has learned at school :

The student solved addition and subtraction problems.

Activities at home :

Give your child some addition and subtraction problems in a game supporting him/her to do them accurately and quickly.

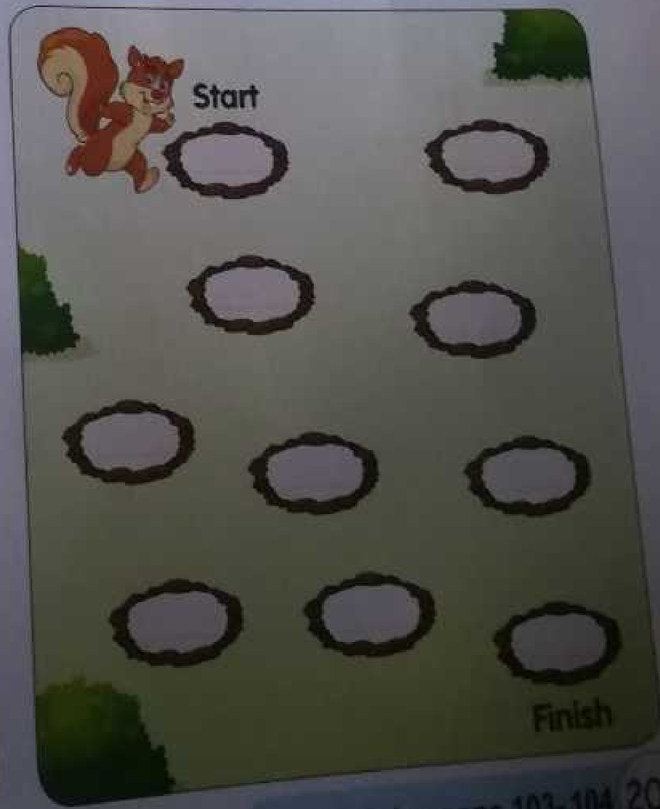
Calendar (Daily routine) :

Ask your child to ... all days ...

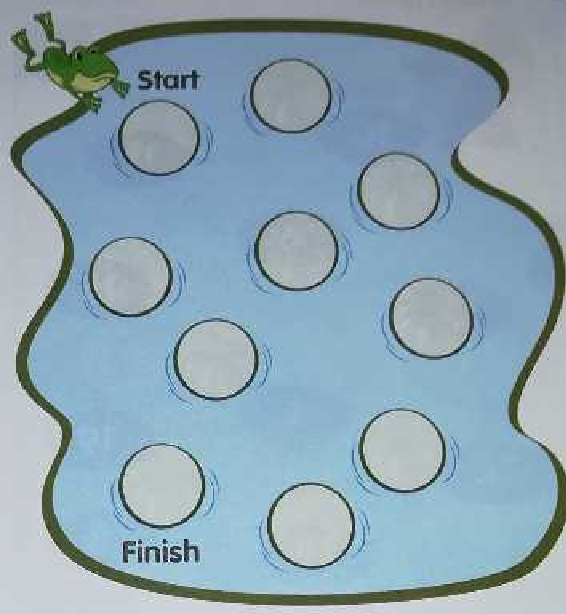
Help the squirrel to find new path between the holes using addition and subtraction as in the example.

example :

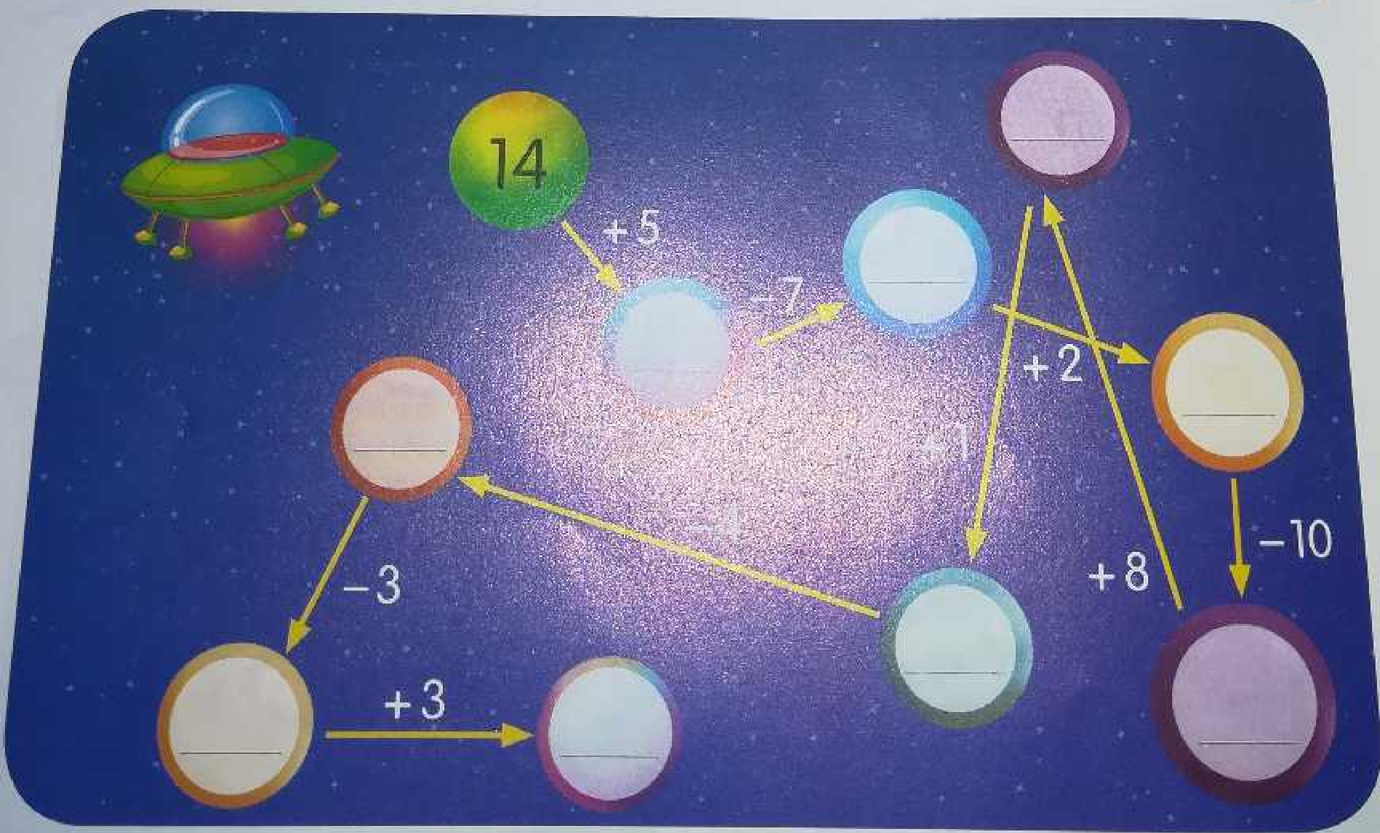
Put 10 numbers between 1 and 20 in each hole,then draw a path for squirrel to visit all the holes.



Write 10 numbers between 1 and 20 in the ◯, then help the frog to jump over all the numbers.



Complete.

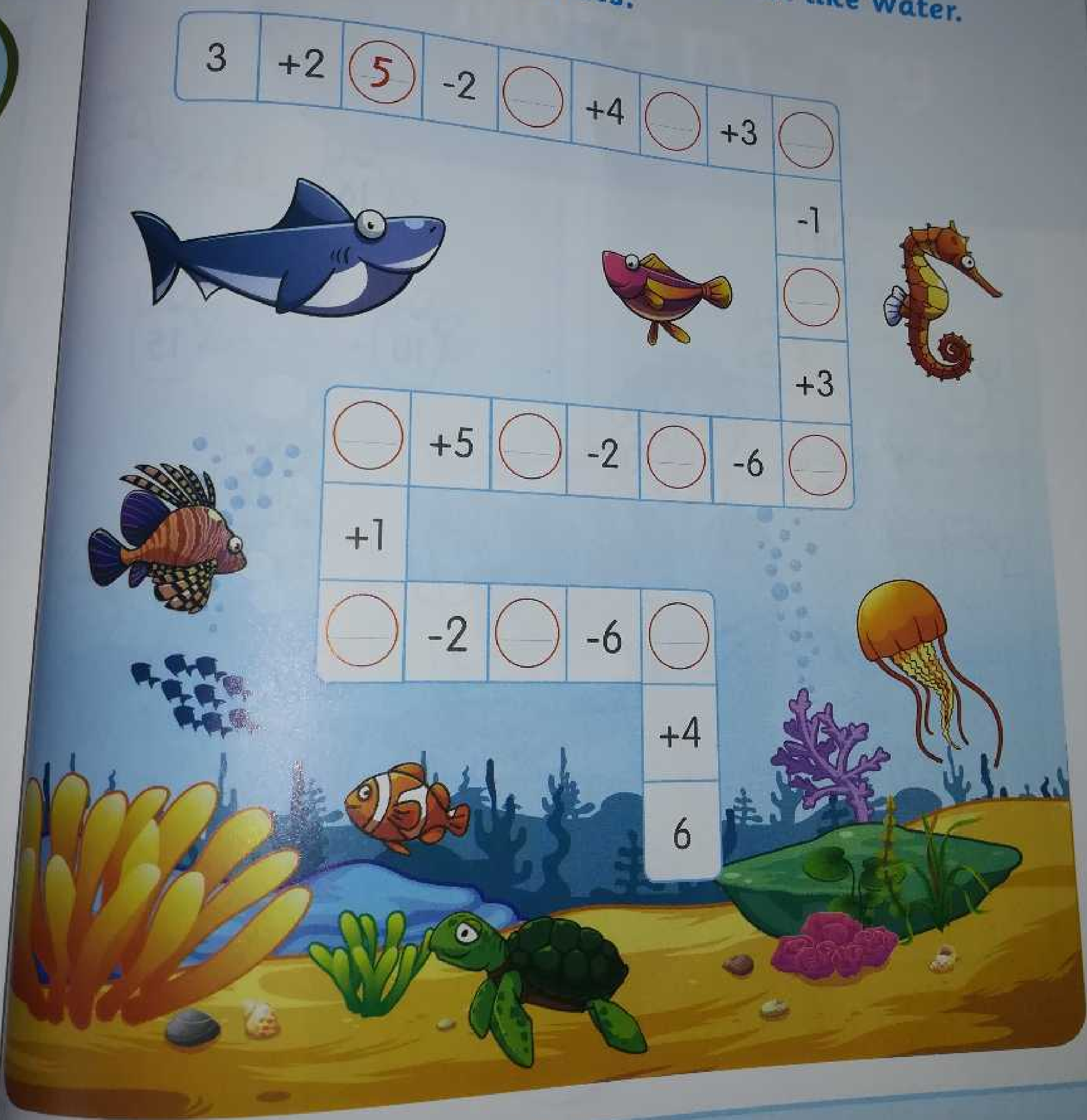


Lesson 103

Amazing adding and subtracting

Place a sticker

Follow the path around the animals that like water. Find the sums and differences.



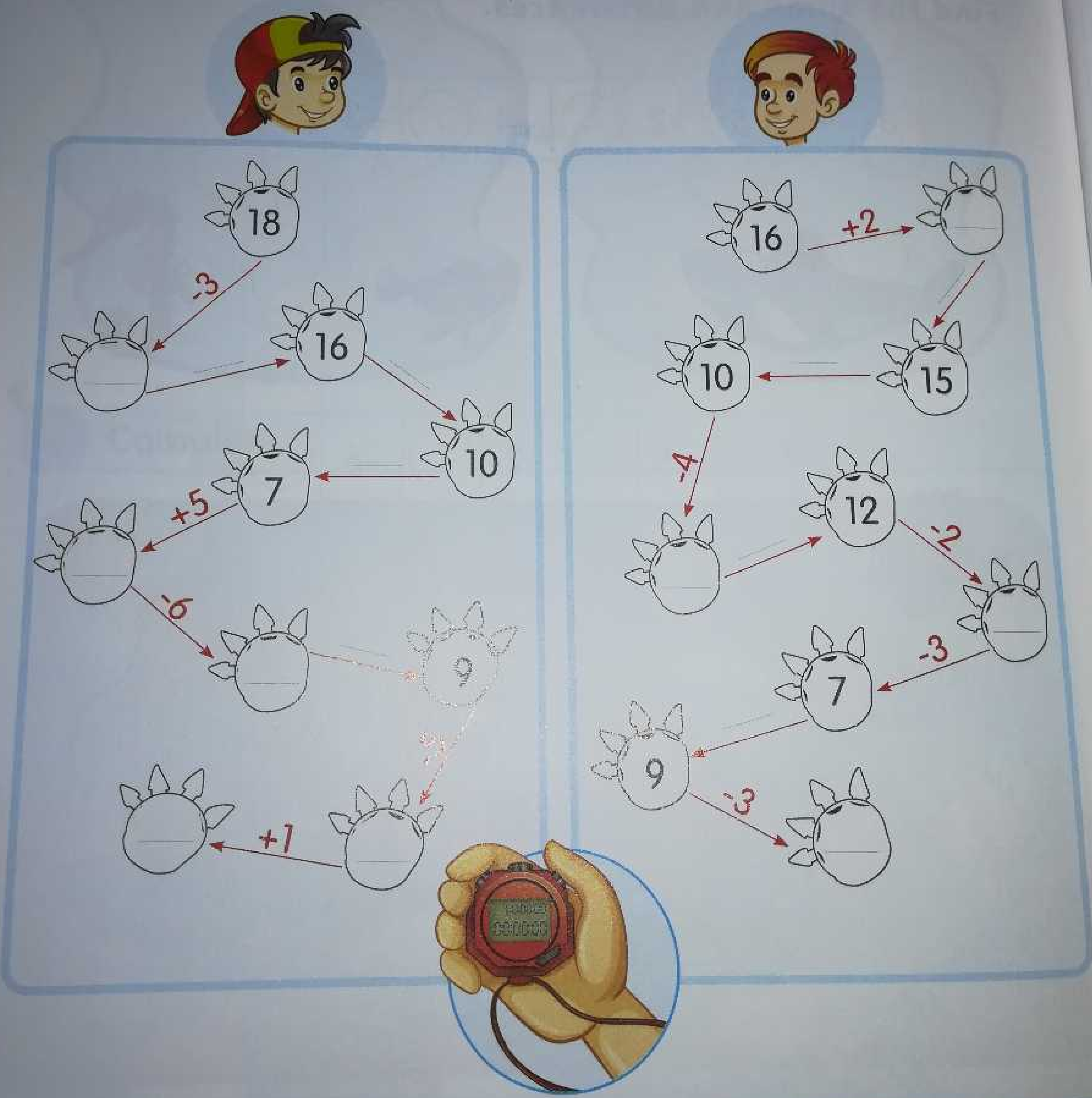
Notes for parents : Encourage your child to practice adding and subtracting.

Lesson 104

Addition / subtraction games

Place a sticker

Who can do first? you / your friend



Notes for parents : When playing this game with your child,ask him/her how to find the missed numbers.

Lessons

105-106

More money

Outcomes

Students will :

- Identify 1 L.E., 5 L.E., 10 L.E., 20 L.E., 50 L.E. and 100 L.E. notes.
- Add and subtract units of money to 100 Egyptian pounds.

Key vocabulary

- Add
- Subtract
- Mental math

Remember money

1 pound

1 pound

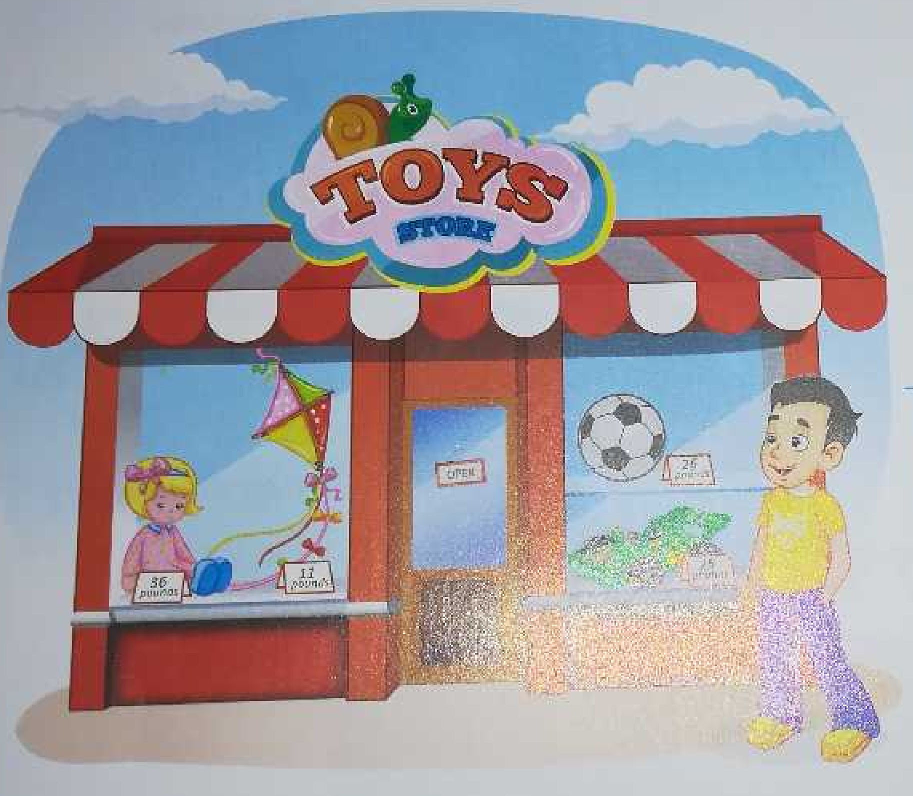
5 pounds

10 pounds

20 pounds

50 pounds

100 pounds



If the boy wants to buy the ball, he will pay

Notes for parents

What the student has learned at school :

- The student counted an amount of money.
- Collected some notes to get a certain amount of money.

Activities at home :

Give your child some play banknotes and ask him/her to count them or give him/ her an amount of money and ask him/ her to make a certain amount from them.

Write the amount of money.

L.E.

L.E.

L.E.

L.E.

L.E.

Join the equal amounts of money.

Circle the amount of money you need exactly to buy each item.

82 pounds

49 pounds

74 pounds

17 pounds

Draw a simple note **to get the required amount of money.**

82 pounds

38 L.E.

75 pounds

46 L.E.

Problem solving

Sally has **60** L.E.

She bought a doll for **25** L.E.

How much money is remained with Sally ?

Write a number sentence to solve.

60 − 25 = ?

Use the hundred chart to solve.

1st way

Start from **60** (the larger number) and move backward by ones until you reach **25** (the smaller number),

you will make 35 jumps.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

60 − 25 = 35

The remained money with Sally is **35** L.E.

2nd way

1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	**25**	26	27	28	29	30	To 31
31	32	33	34	35	36	37	38	39	40	To 41
41	42	43	44	45	46	47	48	49	50	To 51
51	52	53	54	55	56	57	58	59	**60**	
61	62	63	64	65	66	67	68	69	70	
71	72	73	74	75	76	77	78	79	80	
81	82	83	84	85	86	87	88	89	90	
91	92	93	94	95	96	97	98	99	100	

Start from **25**
(the smaller number)
and move forward by
ones until you reach
60 (the larger number),
you will make **35** jumps.

$25 + 35 = 60$

★ The remained money with Sally is **35** L.E.

Notes for parents

What the student has learned at school :

The student used a hundred chart to solve word problem.

Activities at home :

Make a story with subtraction problem and help your child to write the subtraction sentence, then ask him / her to solve it using a hundred chart.

Use a hundred chart to solve each problem.

Hany has **50** L.E.

He bought a book for **40** L.E.

How much money is remained with Hany ?

Sylvia has **35** L.E.

She bought sweets for **20** L.E.

How much money is remained with Sylvia ?

Mina has **42** L.E.

He bought a ball for **22** L.E.

How much money is remained with Mina ?

Bassem has **100** L.E.

He gave his sister **75** L.E.

How much money is remained with Bassem ?

Lesson 105

Adding money

Place a sticker

Exchange each amount of money.

Answers will vary.

60 L.E. = 20 L.E. + 20 L.E. + 10 L.E. + 10 L.E.

or = 50 L.E. + 10 L.E.

or = 50 L.E. + 5 L.E. + 5 L.E.

40 L.E. = ______________________

____

____

35 L.E. = ______________________

____

____

78 L.E. = ______________________

____

____

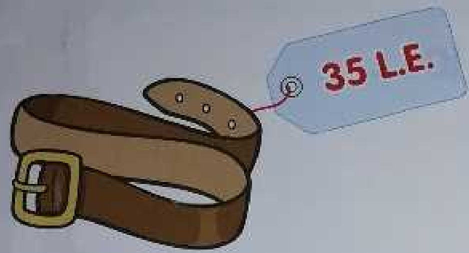
Notes for parents : Help your child to show each amount of money in different ways.
Ask your child which way does use the fewest notes ?

Lesson 106

How much is the remainder ?

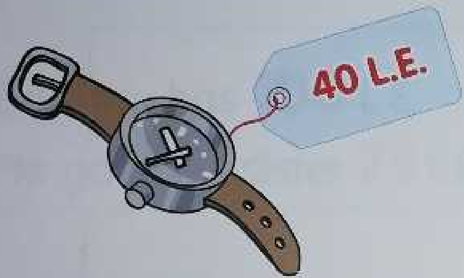
Place a sticker

If you have
Write the remainder each time you buy the item.



50 − 35 = ___

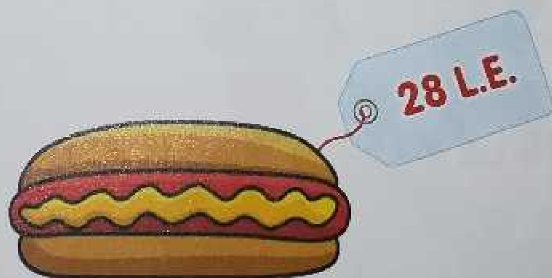
___ − ___ = ___



___ − ___ = ___

___ − ___ = ___

___ − ___ = ___



___ − ___ = ___

Notes for parents : Help your child to use a hundred chart to find the remainder in each problem in this page.

Lessons **107-110**

Make a 10 to add

Outcomes

Students will :

- Apply strategies to add and subtract within 20.
- Compose and decompose 10.
- Find the number that makes 10 when added to a given number.
- Make 10 to solve addition problems.

Key vocabulary

- Addition
- Counting on
- Making ten
- Mental math

Remember components of 10

10 + 0 = 10

9 + 1 = 10

8 + ___ = 10

___ + 3 = 10

___ + ___ = 10

___ + ___ = 10

___ + ___ = 10

___ + ___ = 10

___ + ___ = 10

___ + ___ = 10

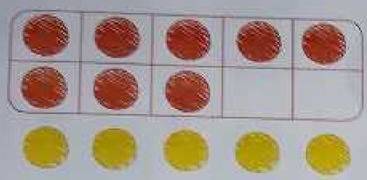
___ + ___ = 10

Make a 10 to add

Find the sum of 8 + 5

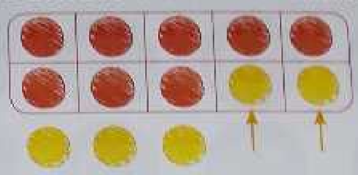
Show **8**.
Then show **5**.

$$\begin{array}{r} 8 \\ +\ 5 \\ \hline \end{array}$$



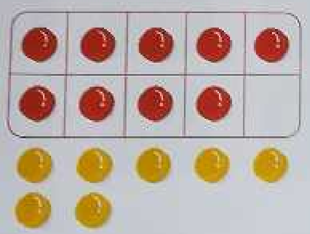
Make a ten.
8 is close to **10**
Move **2** counters into the ten frame.

$$\begin{array}{r} 10 \\ +\ 3 \\ \hline 13 \end{array}$$

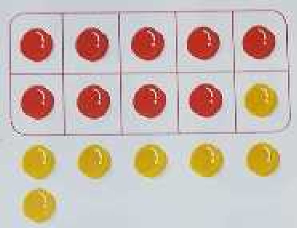


Make a ten to add.

$$\begin{array}{r} 9 \\ +\ 7 \\ \hline \end{array}$$



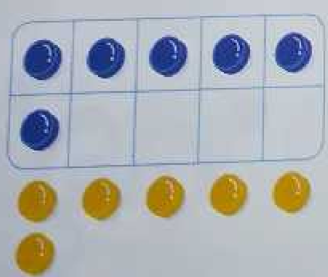
$$\begin{array}{r} 10 \\ +\ 6 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ +\ 4 \\ \hline \end{array}$$

10
+ [illegible]

$$\begin{array}{r} 6 \\ +\ 6 \\ \hline \end{array}$$



$$\begin{array}{r} 10 \\ +\ 2 \\ \hline \end{array}$$

Notes for parents

What the student has learned at school :

The student added two 1-digit numbers within 20 by making a 10.

Activities at home :

- Give your child an addition problem such that its result is greater than 10 and less than 20 (8 + 4)
- Let him/her make 2 trains snap cubes with different 2 colors to show each number.
- Ask him/her to snap trains together then unsnap them to show a ten train and a train of the left cubes.

8 + 4 = 12
10 + 2 = 12

Draw (red) and (yellow) to show the number sentence. Add.

6 + 5 = ___

10 + ___ = ___

9 + 3 = ___

10 + ___ = ___

8 + 6 = ___

10 + ___ = ___

5 + 7 = ___

10 + ___ = ___

4 + 9 = ___

10 + ___ = ___

8 + 7 = ___

10 + ___ = ___

Hint for parents :

Your child may make a ten to add problems as (8 + 5) by two ways :

$\begin{array}{r} 8 \\ +5 \end{array} \rightarrow \begin{array}{r} {}^{10}\not{8} \\ +{}^{3}\not{5} \end{array} \rightarrow \begin{array}{r} 10 \\ +3 \\ \hline 13 \end{array}$ **Or** $\begin{array}{r} 8 \\ +5 \end{array} \rightarrow \begin{array}{r} {}^{3}\not{8} \\ +{}^{10}\not{5} \end{array} \rightarrow \begin{array}{r} 3 \\ +10 \\ \hline 13 \end{array}$

Make a ten to add.

$$\begin{array}{r} 9 \\ +\ 3 \\ \hline 12 \end{array} \qquad \begin{array}{r} 10 \\ +\ 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 7 \\ +\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +\ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +\ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +\ 6 \\ \hline \end{array}$$

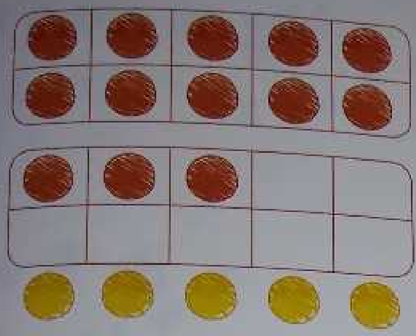
$$\begin{array}{r} 9 \\ +\ 8 \\ \hline \end{array}$$

Make a ten to add

Find the sum of 13 + 5

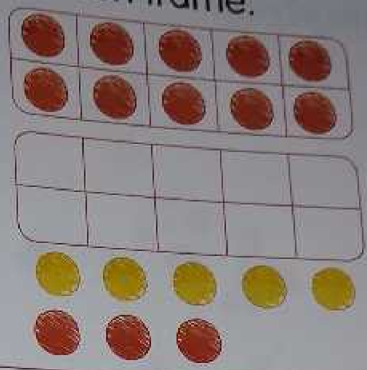
Show **13**.
Then show **5**.

$$\begin{array}{r} 13 \\ +\ 5 \\ \hline \end{array}$$



Make a ten.
Move **3** counters from the second ten frame.

$$\begin{array}{r} 10 \\ +\ 8 \\ \hline 18 \end{array}$$



Make a ten to add.

$$\begin{array}{r} 15 \\ +\ 4 \\ \hline 19 \end{array} \quad \begin{array}{r} 10 \\ +\ 9 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 16 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +\ 4 \\ \hline \end{array}$$

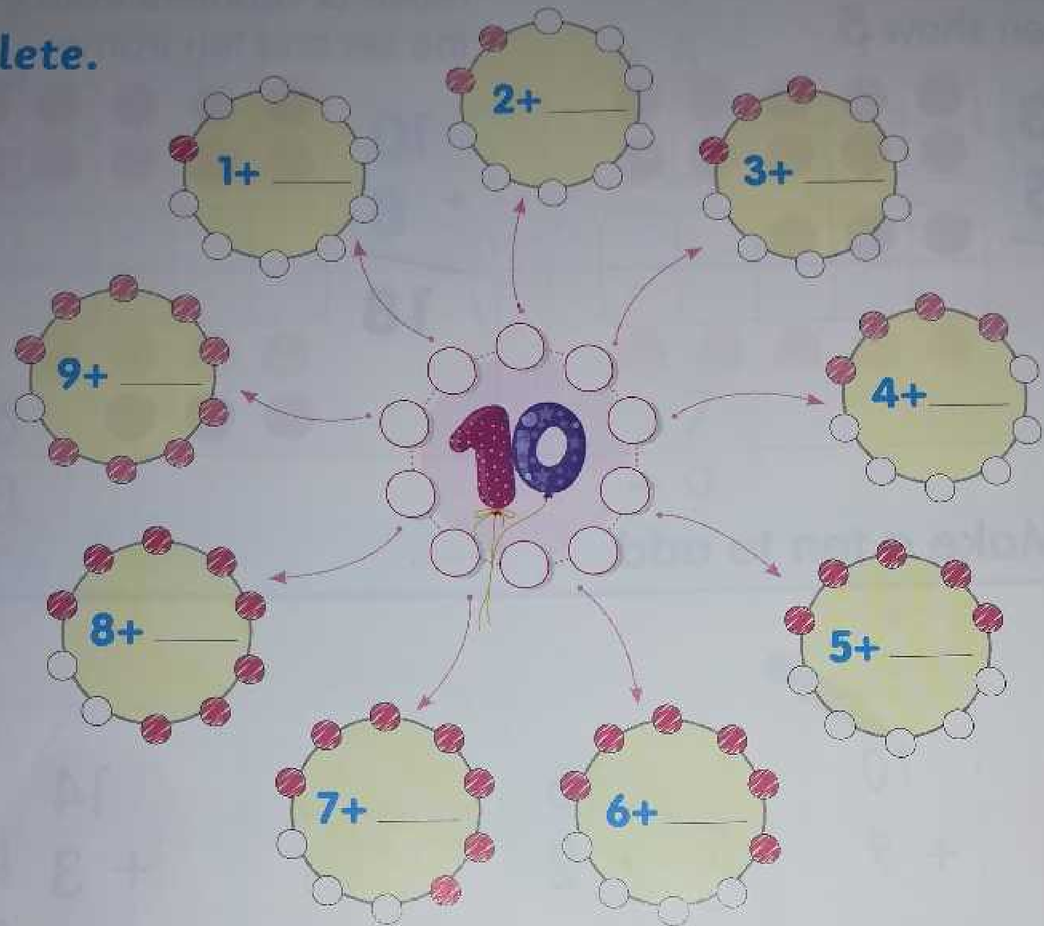
$$\begin{array}{r} 13 \\ +\ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +14 \\ \hline \end{array}$$

Make a ten

Place a sticker

Complete.



Complete.

- 4 + 6 = 6 + 4 = 10
- 7 + 3 = ____ + ____ = ____
- 2 + 8 = ____ + ____ = ____
- 9 + 1 = ____ + ____ = ____

Notes for parents : Tell your child a number from 0 to 10 and ask him/her to tell you another number to make a 10.

Lesson 108

Make a 10 to add (1)

Place a sticker

Make a ten to add.

7 + 5 = ____

4 + 9 = ____

6 + 5 = ____

8 + 7 = ____

Put >, < or =.

7 + 4	☐	6 + 6
9 + 5	☐	4 + 6
8 + 8	☐	9 + 7
8 + 6	☐	7 + 8
7 + 6	☐	4 + 8
5 + 6	☐	3 + 9

Notes for parents : Ask your child to read a problem in this page and tell you how to solve it by making a ten. For example : solve 8 + 5 by making it 10 + 3

Lesson 109

Make a 10 to add (2)

Place a sticker

Match equal sums.

5 + 6	10 + 7
8 + 9	10 + 3
7 + 8	10 + 1
9 + 7	10 + 2
5 + 7	10 + 5
4 + 9	10 + 6

Notes for parents : Ask your child to tell you how to make a ten to solve (7 + 8). Help him/her draw a ten frame to solve the problem.

Lesson 110

Make a 10 to add (3)

Place a sticker

Complete.

10 6

12 + 4 = 16

17 + 2 = ____

14 + 5 = ____

13 + 2 = ____

11 + 7 = ____

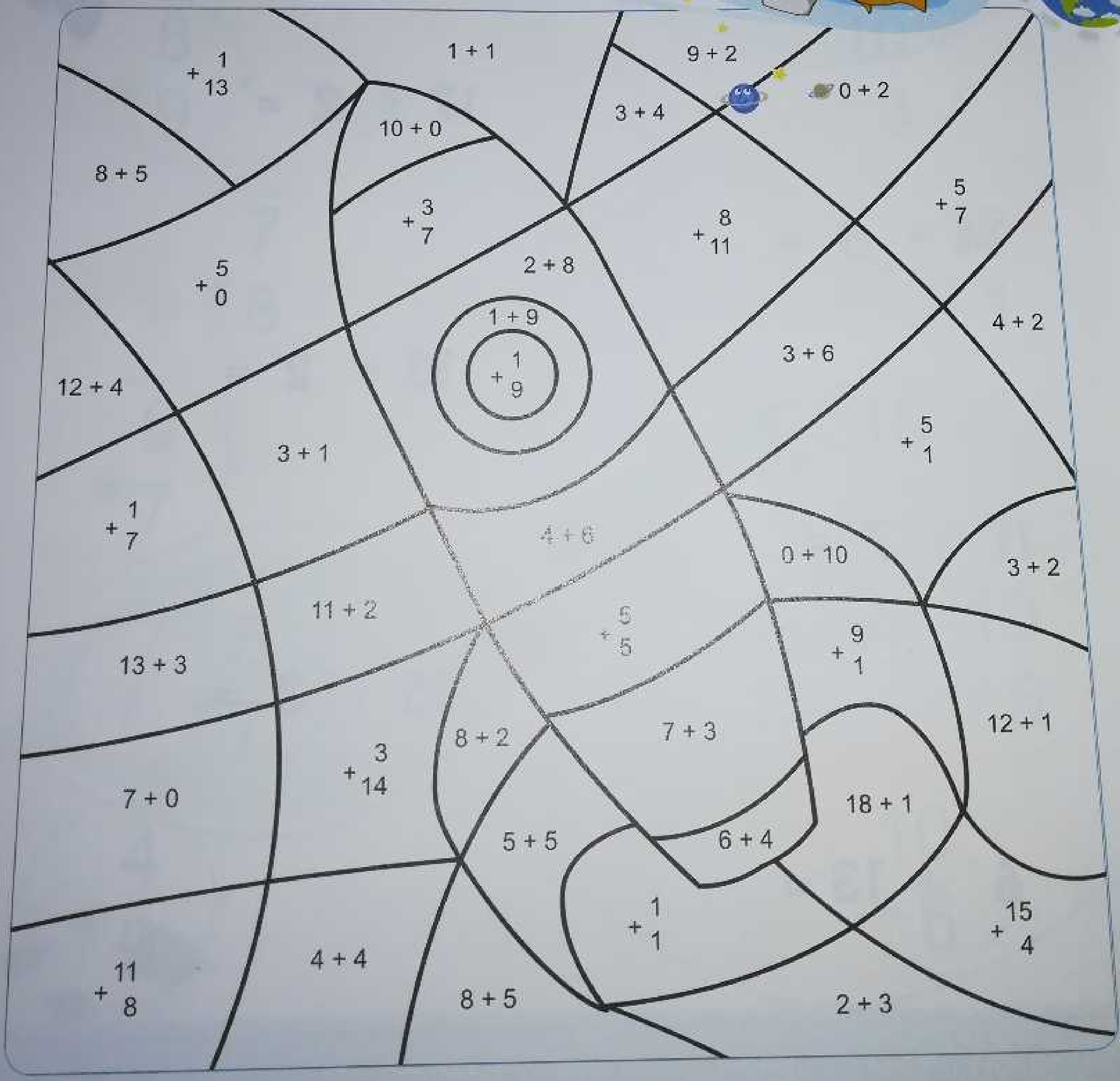
15 + 3 = ____

6 + 13 = ____

Notes for parents : Ask your child to practice adding by making a ten first.

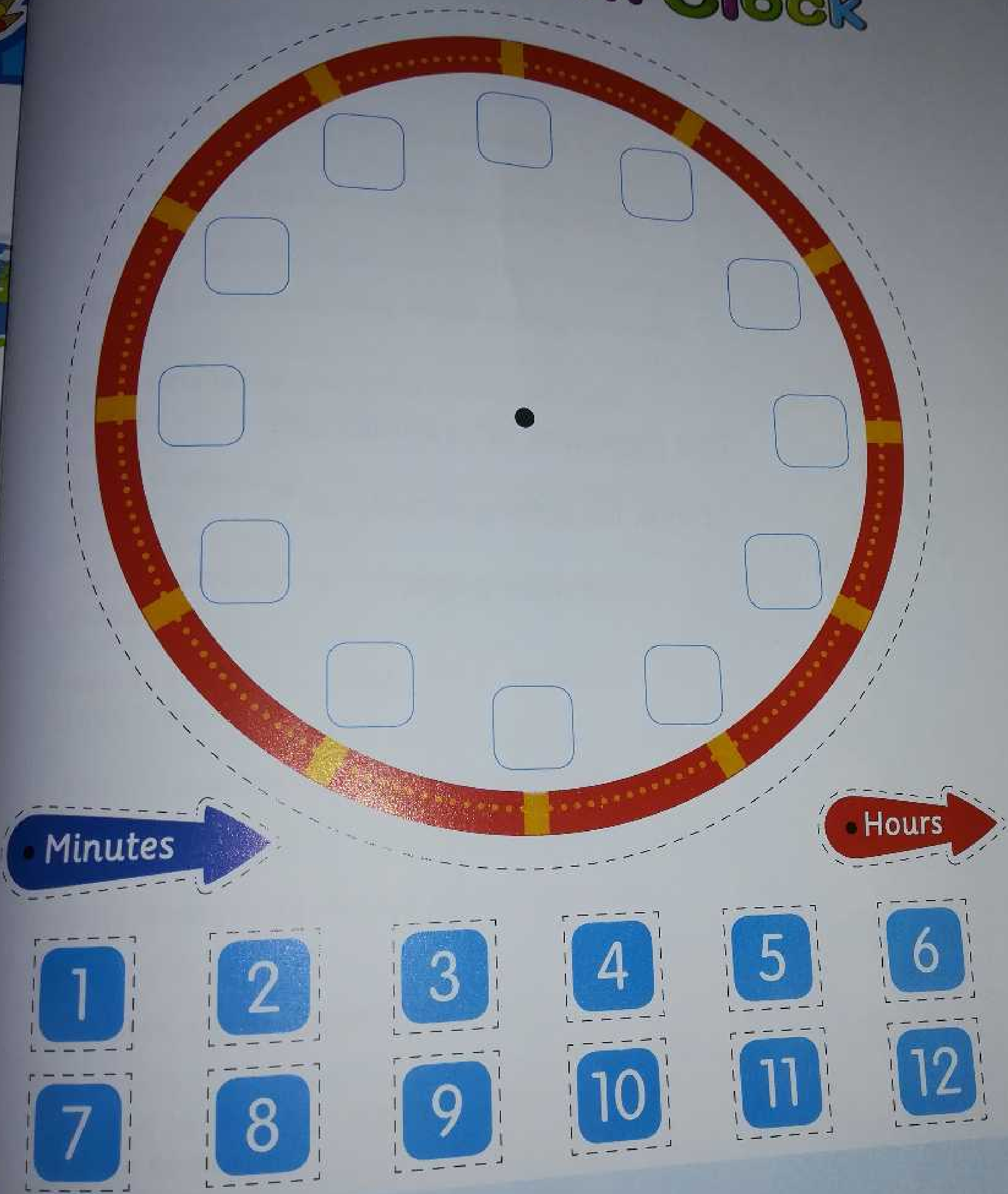
ArT corner

Color the spaces with sum 10 in orange.



Activity

Make Your Own Clock



Directions :

- Cut the clock face, the two hands and the number cards from 1 to 12.
- Stick the numbers on the clock face by glue.
- Pin the hands in the middle of the clock face to get your own clock.

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blank for cutting activity on

previous page.

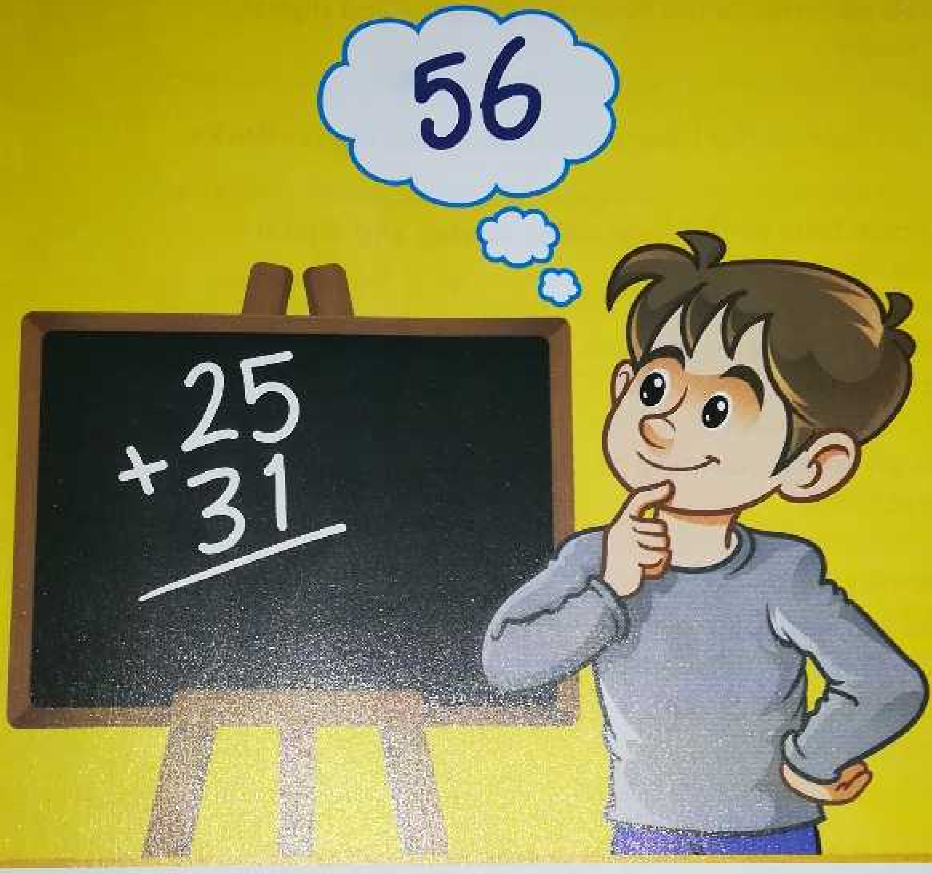
Progress Chart

This chart lists all the outcomes of this chapter.

Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Identify the times they do daily activities.	☆
Write times to the hour using analog and digital clocks.	☆
Tell time to the hour using analog and digital clocks.	☆
Show time to the hour using analog and digital clocks.	☆
Apply strategies to solve addition and subtraction problems.	☆
Apply understanding of number patterns to solve problems.	☆
Identify 1 L.E., 5 L.E., 10 L.E., 20 L.E., 50 L.E. and 100 L.E. notes.	☆
Add and subtract units of money to 100 Egyptian pounds.	☆
Apply strategies to add and subtract within 20.	☆
Compose and decompose 10.	☆
Find the number that makes 10 when added to a given number.	☆
Make 10 to solve addition problems.	☆

CHAPTER 6



Lessons 111 - 113 : 1 more & 1 less - 10 more & 10 less - Adding two numbers

Lessons 114 - 115 : Adding 2 two-digit numbers

Lesson 116 : Number sequences - Decomposition of two-digit number

Lessons 117 - 120 : Subtracting 2 two-digit numbers

Lessons 111-113

- ★ 1 more & 1 less
- ★ 10 more & 10 less
- ★ Adding two numbers

Outcomes

Students will :

- Apply strategies to solve addition and subtraction problems.
- Find 1 more or 1 less than a given number.
- Find 10 more or 10 less than a given number.
- Add a two-digit number and a one-digit number.

1 more & 1 less

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Note

49 is 1 more than **48**

47 is 1 less than **48**

Use the hundred chart to complete.

____ is 1 more than **64**.

____ is 1 less than **64**.

Notes for parents

What the student learned at school :

The student found numbers that is 1 more, 1 less, 10 more and 10 less than a given number.

Activities at home :

Use a hundred chart. Choose a number and ask your child to move right, left, down or up to find a number that is 1 more, 1 less, 10 more or 10 less than this number.

10 more & 10 less

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Note

58 is 10 more than **48**

38 is 10 less than **48**

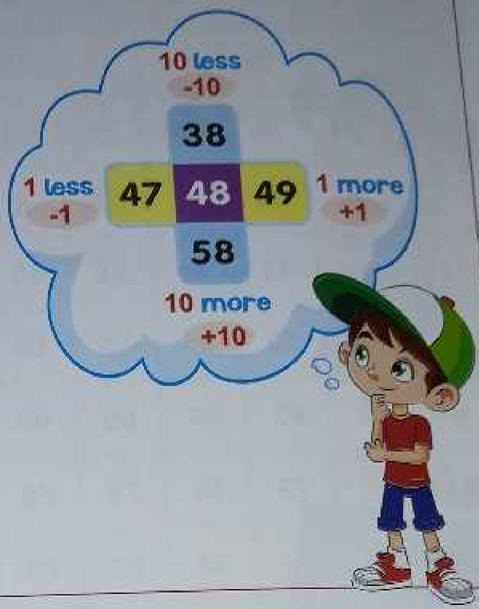
Use the hundred chart to complete.

____ is 10 more than **64**.

____ is 10 less than **64**.

1 more & 1 less - 10 more & 10 less

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Use the hundred chart to fill in.

10 less: ____
1 less: ____ **55** ____ :1 more
10 more: ____

10 less: ____
1 less: ____ **76** ____ :1 more
10 more: ____

-10: ____
-1: ____ **33** ____ :+1
+10: ____

-10: ____
-1: ____ **15** ____ :+1
+10: ____

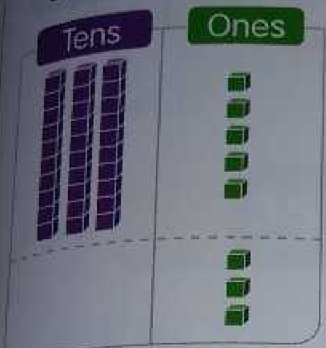
Adding a one-digit number to a two-digit number

Add.

$$\begin{array}{r} 35 \\ +\ 3 \\ \hline \end{array}$$

Step 1

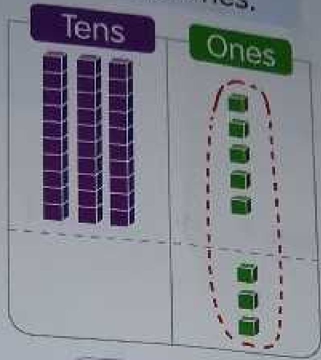
Show 35. Show 3.



	tens	ones
	3	5
+		3

Step 2

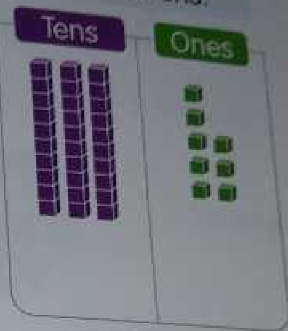
Add the ones.



	tens	ones
	3	5
+		3
		8

Step 3

Add the tens.



	tens	ones
	3	5
+		3
	3	8

Add each of the following.

	tens	ones
	7	2
+		5

	tens	ones
	4	3
+		6

	tens	ones
	5	3
+		4

	tens	ones
	3	2
+		7

Notes for parents

What the student has learned at school :

The student added a 1-digit number to a 2-digit number.

Activities at home :

Ask your child to draw pictures to show how to find the sum of 63 + 5

Solve the addition problems.

$$\begin{array}{r} 22 \\ + \ 5 \\ \hline \end{array} \quad \begin{array}{r} 41 \\ + \ 2 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ + \ 7 \\ \hline \end{array} \quad \begin{array}{r} 35 \\ + \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + \ 8 \\ \hline \end{array} \quad \begin{array}{r} 94 \\ + \ 5 \\ \hline \end{array} \quad \begin{array}{r} 33 \\ + \ 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + \ 15 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + \ 44 \\ \hline \end{array} \quad \begin{array}{r} 25 \\ + \ 3 \\ \hline \end{array} \quad \begin{array}{r} 64 \\ + \ 4 \\ \hline \end{array} \quad \begin{array}{r} 16 \\ + \ 3 \\ \hline \end{array}$$

Lesson

111

"Fill it in" Activity

Place a sticker

Write the numbers.

10 less

1 less ____ **35** ____ 1 more

10 more

10 less

1 less ____ **57** ____ 1 more

10 more

10 less

1 less ____ **63** ____ 1 more

10 more

-10

-1 ____ **86** ____ +1

+10

-10

-1 ____ **16** ____ +1

+10

-10

-1 ____ **77** ____ +1

+10

Notes for parents : Help your child to use the hundred chart to solve the problems in this page.

Lesson 112

Adding two numbers

Place a sticker

Find the result. Join.

40 + 9	25
21 + 4	65
41 + 5	79
63 + 2	89
74 + 5	46
82 + 7	49

Notes for parents : Ask your child to draw pictures to show how to find the sum of 21 + 4

Lesson 115

Adding 2 two-digit numbers

Place a sticker

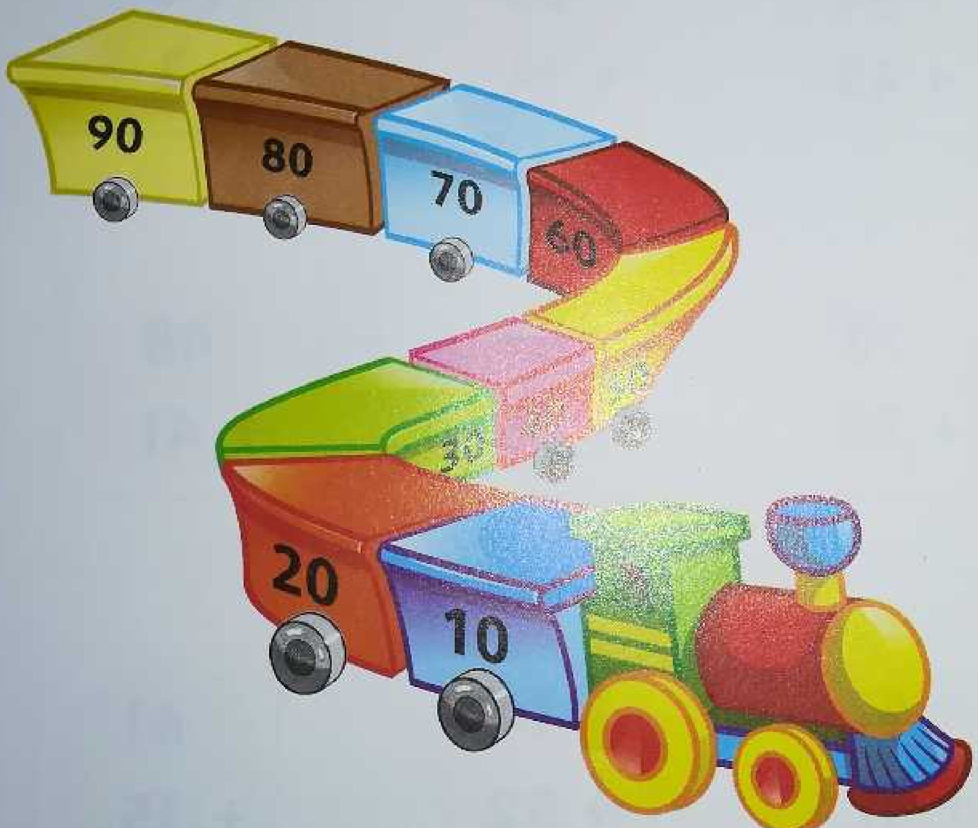
Add.

25 + 13 = ___	37 + 42 = ___	66 + 21 = ___	84 + 13 = ___
55 + 32 = ___	54 + 45 = ___	85 + 14 = ___	94 + 3 = ___
16 + 13 = ___	73 + 24 = ___	64 + 23 = ___	48 + 41 = ___
37 + 12 = ___	47 + 11 = ___	14 + 82 = ___	61 + 15 = ___

Notes for parents : Ask your child to explain the steps he/she would do to find 25 + 13

Lesson 116

Number sequences - Decomposition of two-digit number



Outcomes

Students will :

- Identify missing numbers in a sequence of numbers.
- Determine the value of each digit in a two-digit number.
- Explain how the place of a digit in a number changes its value.

Key vocabulary

- Decompose
- Decomposition
- Digit
- Numeral
- Pattern
- Ones
- Tens
- Value

Number sequences

Find the missing numbers in each of the following number sequences.

___ , ___ , 3 , 4 , 5 , ___ , ___ , ___ , ___ , 10

10 , 9 , ___ , 7 , ___ , ___ , ___ , 3 , ___ , ___

___ , 20 , 30 , 40 , ___ , ___ , ___ , 80 , ___ , 100

___ , ___ , 80 , 70 , 60 , ___ , ___

5 , 15 , ___ , 35 , ___ , 55 , ___

___ , ___ , 75 , 65 , ___ , 45 , 35

Notes for parents

What the student has learned at school :

The student discovered the pattern and identified missing numbers in a sequence.

Activities at home :

Give your child the first 3 numbers in a sequence and ask him/her to complete.

For example :

- 10, 20, 30, ..., ..., ...
- 82, 72, 62, ..., ..., ...

Decomposition of two-digit numbers

I'm in tens place.
My value is **50**.

I'm in ones place.
My value is **5**.

The value of a numeral depends on its place in the number.

Decompose the following two-digit numbers into tens and ones.

67 → 60, 7

85 → ____ , ____

23 → ____ , ____

94 → ____ , ____

Notes for parents

What the student has learned at school :

- The student determined the value of each digit in a two-digit number.
- The value of the digit in the number depends on its place.

Activities at home :

- Give your child a number cards. 2, 3, 6, ...
- Ask him/her to form a two-digit number as 36 and find the value of 3.
- Ask him/her to change the position of each card 63 and find the value of 3.
- Explain to him/ her the value of a numeral depends on its place in the number.

Lesson 113

- 1 more & 1 less
- 10 more & 10 less

Place a sticker

Write the suitable numbers.

42 → One more → ______

______ ← One less ← 34

77 → One more → ______

______ ← One less ← 25

25 ↓ 10 more ↓ ______

______ ↑ 10 less ↑ 72

18 ↓ 10 more ↓ ______

______ ↑ 10 less ↑ 54

Notes for parents : Ask your child to explain how to use the hundred chart to add and subtract one or ten.

Lessons 114-115

Adding 2 two-digit numbers

Outcomes

Students will :

- Find 1 more or 1 less than a given number.
- Find 10 more or 10 less than a given number.
- Add multiples of 10 to two-digit numbers.
- Apply strategies to add 2 two-digit numbers.

Key vocabulary

- Add
- Multiples of 10
- Two-digit number

Lesson 116

Decomposition of two-digit numbers

Place a sticker

Use the digits 4 , 5 , 8.

1 Make as many two-digit numbers as you can.

____ , ____ , ____ , ____ , ____ , ____

2 From the numbers you made.

- The smallest number is ☐
- The greatest number is ☐

3 Decompose each two-digit number into tens and ones.

Notes for parents : Help your child to know how to form the smallest 2-digit number and the greatest 2-digit number selected from 3 digits.

Lesson 114

Reviewing adding multiples of 10 to a two-digit number

Place a sticker

Add.

25 + 30 = ____	41 + 40 = ____	35 + 20 = ____	18 + 80 = ____
14 + 20 = ____	12 + 70 = ____	71 + 10 = ____	35 + 50 = ____
67 + 20 = ____	23 + 40 = ____	47 + 50 = ____	66 + 10 = ____

Notes for parents : Ask your child to explain how to find the sum for any problem in this page.

Activity

Use 6,7,2 and do the following steps.

Step 1 Make as many two-digit numbers as you can.

67 , ____ , ____ , ____ , ____ , ____

Step 2 From the numbers you made.

Which is the smallest number ? ____

Which is the greatest number ? ____

Step 3 Decompose each two-digit number into tens and ones.

67 → 60 and 7

____ → ____ and ____

____ → ____ and ____

____ → ____ and ____

____ → ____ and ____

____ → ____ and ____

How to add 21 + 35 ?

Second

Add the tens

2 + 3 = 5 tens

	tens	ones
	2	1
+	3	5
	5	6

First

Add the ones

1 + 5 = 6 ones

Add.

46 + 31

```
   46
+  31
-----
   77
```

25 + 42

```
   ___
+  ___
------
   ___
```

15 + 43

```
   ___
+  ___
------
   ___
```

22 + 66

```
   ___
+  ___
------
   ___
```

Notes for parents

What the student has learned at school :

The student added 2 two-digit numbers.

Activities at home :

Give your child two amounts of money more than 10 pounds and ask him/her to count each amount and find their sum.

Lessons 117-120

Subtracting 2 two-digit numbers - Fact family

Outcomes

Students will :

- Subtract multiples of 10 from two-digit numbers.
- Apply strategies to subtract 2 two-digit numbers.
- Determine the unknown number in addition or subtraction sentences.
- Explain the relationship between addition and subtraction.
- Participate in a revision.

Key vocabulary

- Digit
- Tens
- Fact family
- Ones
- Value

7 - 4 = ____

7 - ____ = 4

____ + 4 = 7

4 + ____ = 7

14 - 7 = ____

14 - ____ = 7

____ + 7 = 14

7 + ____ = 14

19 - 6 = ____

19 - ____ = 6

____ + 6 = 19

6 + ____ = 19

9 - 5 = ____

9 - ____ = 5

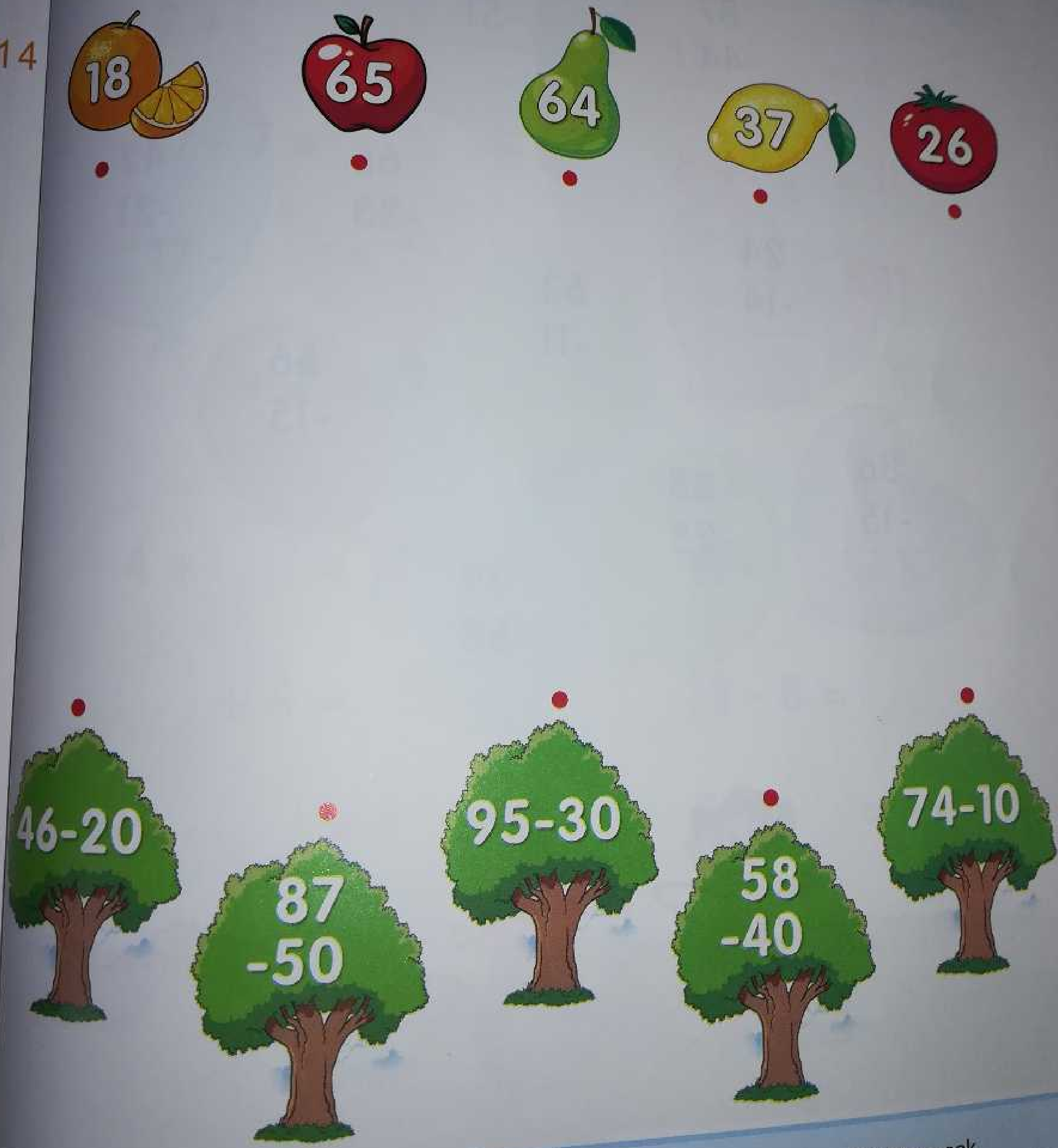
____ + 5 = 9

5 + ____ = 9

117 …racting multiples of 10 from a two-digit number

Place a sticker

Match.



Notes for parents : Ask your child to choose a number between 50 and 90. Then ask your child to explain how he / she would subtract 30 from that number.

Lesson 118

Subtracting 2 two-digit numbers

Place a sticker

Subtract.

$$\begin{array}{r} 87 \\ -44 \\ \hline \end{array} \quad \begin{array}{r} 94 \\ -51 \\ \hline \end{array} \quad \begin{array}{r} 66 \\ -33 \\ \hline \end{array} \quad \begin{array}{r} 42 \\ -21 \\ \hline \end{array} \quad \begin{array}{r} 24 \\ -14 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ -11 \\ \hline \end{array} \quad \begin{array}{r} 56 \\ -15 \\ \hline \end{array} \quad \begin{array}{r} 36 \\ -15 \\ \hline \end{array} \quad \begin{array}{r} 38 \\ -23 \\ \hline \end{array} \quad \begin{array}{r} 79 \\ -58 \\ \hline \end{array}$$

Notes for parents : Ask your child how to subtract 38 - 15

Place a sticker

Find the missing number in each box.

$7 + \bigcirc = 17$

$17 - 7 = \bigcirc$

$17 - \bigcirc = 7$

$\bigcirc + 7 = 17$

$11 - \bigcirc = 6$

$6 + \bigcirc = 11$

$\bigcirc + 6 = 11$

$11 - 6 = \bigcirc$

$4 + \bigcirc = 12$

$\bigcirc + 4 = 12$

$12 - \bigcirc = 4$

$12 - 4 = \bigcirc$

$15 - \bigcirc = 8$

$15 - 8 = \bigcirc$

$8 + \bigcirc = 15$

$\bigcirc + 8 = 15$

Notes for parents : Say an addition or subtraction fact. Ask your child to tell another fact that is in the same fact family (For example : 15+3=18, 18-15=3)

Lesson 120

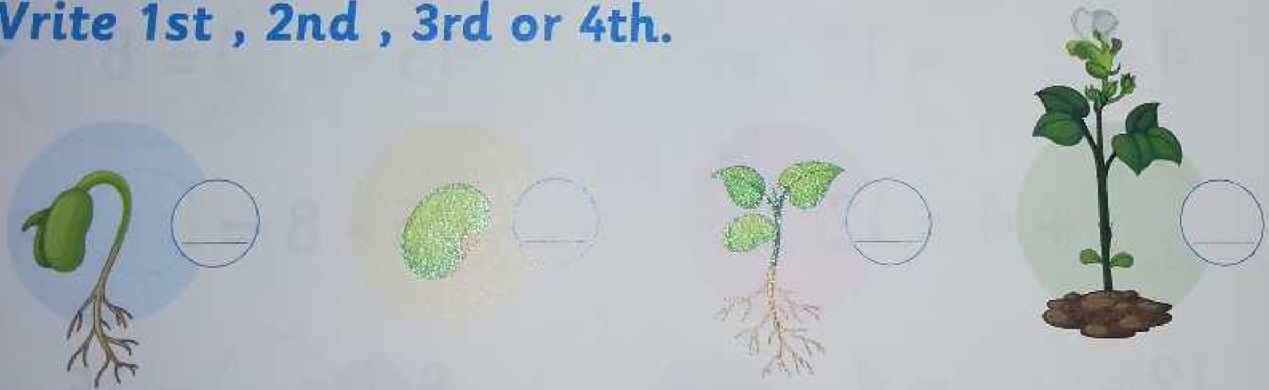
Revision

Place a sticker

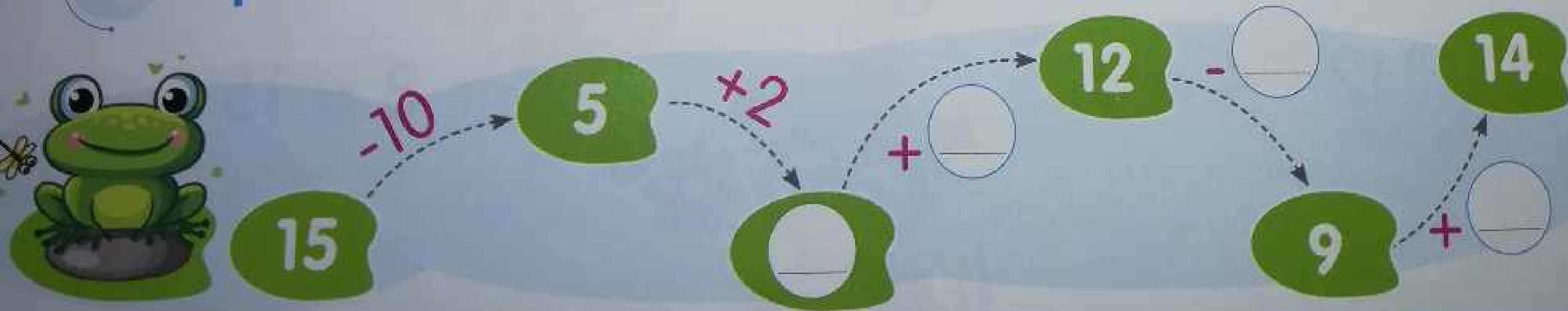
Draw the hands according to the time.

Circle 56 pounds.

Write 1st , 2nd , 3rd or 4th.



Complete.



ArT corner

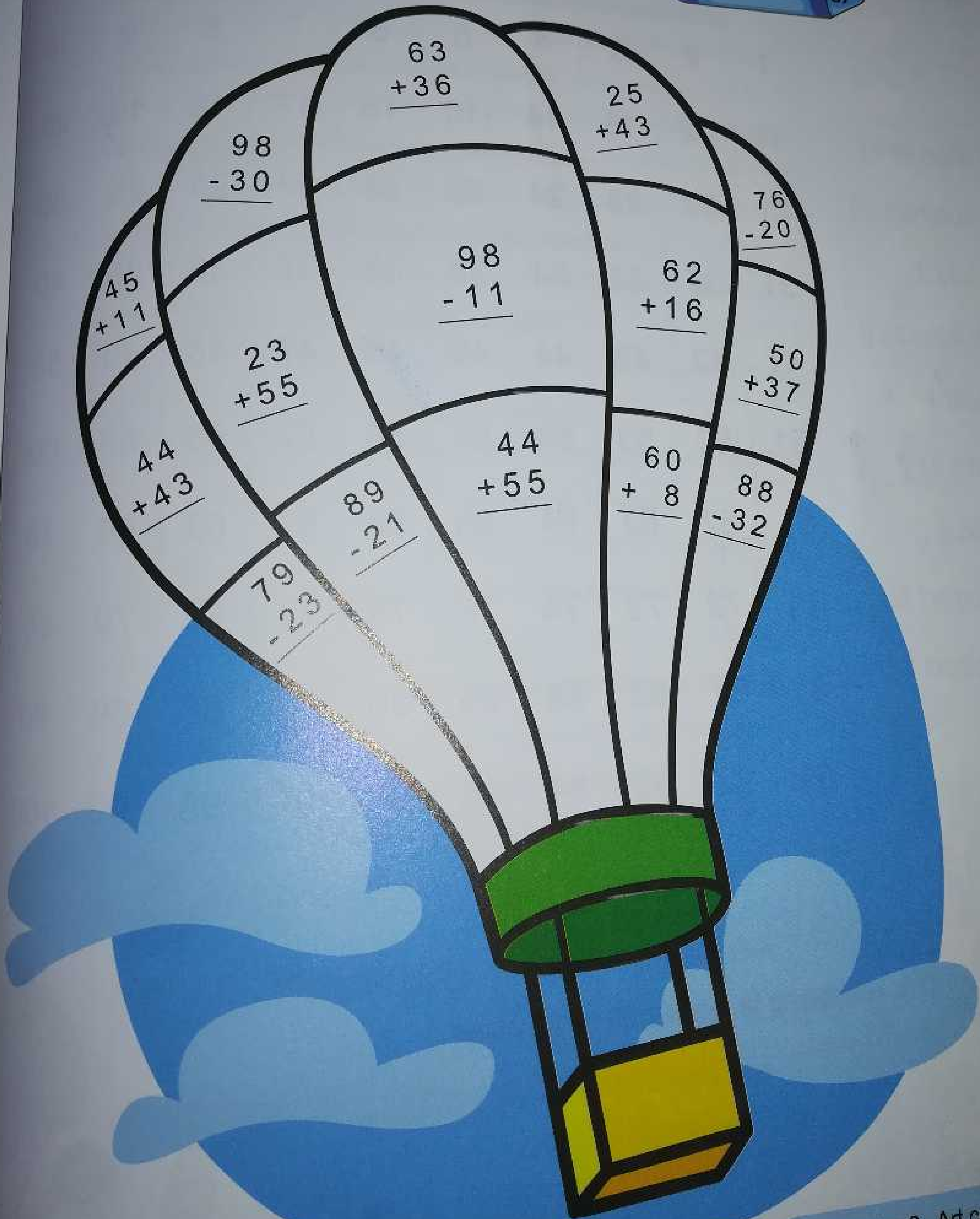
Green 78

Red 56

Orange 99

Yellow 68

Blue 87



Activity

Hidden Treasure

A treasure is hidden under one of these numbers, follow the directions to find the treasure. Draw your path :

- Start at 92
- Subtract 30
- Add 2
- Subtract 20
- Add 4
- Add 10
- Add 2
- Subtract 40
- Subtract 5

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The treasure is under the number ______

Progress Chart

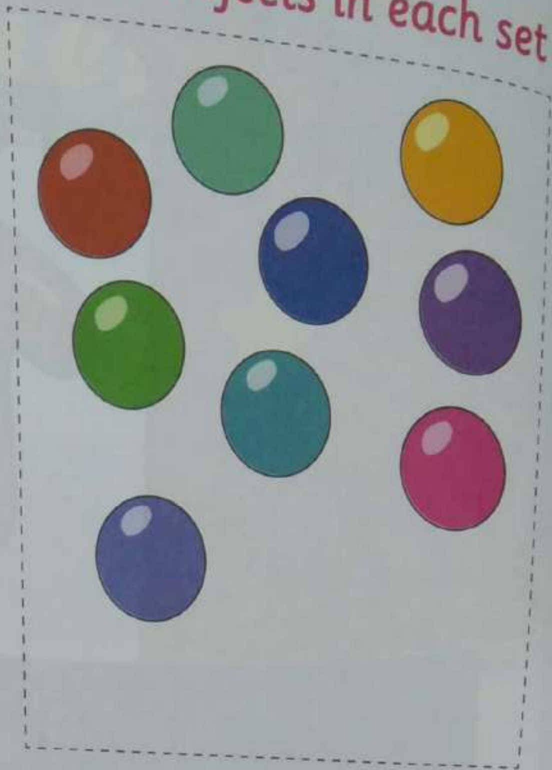
This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Apply strategies to solve addition and subtraction problems.	
Find 1 more or 1 less than a given number.	
Find 10 more or 10 less than a given number.	
Add a two-digit number and a one-digit number.	
Add multiples of 10 to two-digit numbers.	
Apply strategies to add 2 two-digit numbers.	
Identify missing numbers in a sequence of numbers.	
Determine the value of each digit in a two-digit number.	
Explain how the place of a digit in a number changes its value.	
Subtract multiples of 10 from two-digit numbers.	
Apply strategies to subtract 2 two-digit numbers.	
Determine the unknown number in addition or subtraction sentences.	
Explain the relationship between addition and subtraction.	
Participate in a revision.	

Good · Very Good · Excellent

SHEET 1 — On Unit 1 - Lesson 1

1 Complete by drawing to have 10 objects in each set



2 (a) Circle the greatest number and underline the smallest number

5 , 3 , 7 , 0 , 6 , 10 , 1 , 2

(b) Complete in the same pattern

. ... , 9 , 8 , 7 , ... , ...

3 Arrange the following numbers in a descending order

4 , 2 , 9 , 0 , 10

• The order is : .... , ... , ... , ...

and ....

4 Put the suitable relation " < , = or > "

5 + 4	◯	Ten
9 – 4	◯	3 + 2
Three	◯	3 – 3
4 + 2	◯	1 + 5
10	◯	8 + 2
6 + 0	◯	8 – 3
7 + 2	◯	8 + 0
5 + 5	◯	10

Good

Very Good

SHEET 2 Till Unit 1 - Lesson 2

1 Join the equal results

2 + 8	3 + 1	1 + 4	5 + 2	6 + 3

4	10	7	5	9

2 Choose the correct answer

- 9 + ... = 10 (2 or 1 or 4)
- 6 – 2 = ... (4 or 3 or 0)
- 7 + 0 = ... (0 or 6 or 7)
- 8 – 8 = ... (1 or 0 or 5)
- ...... + 7 = 10 (5 or 3 or 2)

3 Arrange the following numbers in an ascending order

5 , 6 , 0 , 2 , 8

• The order is : .... , ... , ... , ...

and ....

4 Dalia had 8 pounds.

She took 2 pounds from her father.

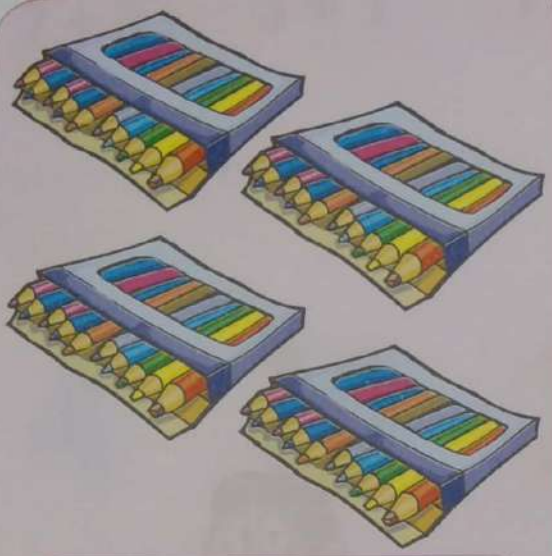
How much money does she have now ?

• Dalia has = ... + ... = ... pounds.

Good

SHEET 3 Till Unit 1 - Lesson 3

1 Complete



.... tens = ...

.... tens = ...

2 Complete in the same pattern

10 , 20 , 30 , ... , ... ,

.... , ... , ...

3 Arrange the following numbers in an ascending order

40 , 20 , 70 , 90 , 10

• The order is : .... , ... , ... , ...

and ....

4 Join the equal results

eighty	5 tens	10 + 60	9 tens – 5 tens
7 tens	4 tens + 4 tens	forty	80 – 30

SHEET 4 Till Unit 1 - Lesson 4

1 Complete

- 5 tens = ...
- 4 tens = ...
- 60 + 3 = ...
- 3 tens + 2 units = ...
- 79 = 9 + ...
- 9 tens + ... units = 94

2 Draw 21 ⭐, then complete the table

Tens	Units
....	....

3 Mohamed has 5 oranges and Yasser has 3 oranges less than Mohamed.

How many oranges does Yasser have ?

• Yasser has = ... – .... = ... oranges.

4 (a) Circle the numbers which are greater than 6

2 7 4 3 5 1 9 0

(b) Circle the numbers which are smaller than 5

7 6 3 9 8 0 10 4

Good Very Good Excellent

SHEET 5

Till Unit 1 - Lesson 5

1 Choose the correct answer

- *The number that has* **7** *in the tens place is* ....

(17 or 74 or 37)

- *The number that has* **4** *in the units place is* ....

(48 or 40 or 34)

- 9 tens + 6 units = ... (69 or 90 or 96)

- 80 + 1 = ... (18 or 81 or 90)

- 50 = ... tens (1 or 5 or 4)

2 Write the place value of the circled digits

4 (5)	(3) 7	(8)	(6) 1	9 (9)

3 Put the suitable relation " < , = or > "

6 + 4	☐	3 + 7
Nine	☐	Ten
9 – 5	☐	8 – 4
8 units	☐	80
8	☐	5 + 3
6 – 2	☐	8 – 1

4 I am a number lying between 40 and 50 and my units digit is 6 Who am I ?

I am ______________

Good

SHEET 6

Till Unit 1 - Lesson 6

1 Arrange the following numbers in an ascending order

43 , 62 , 19 , 37 , 58

• The order is : .... , ... , ... , ...

and ....

2 Complete

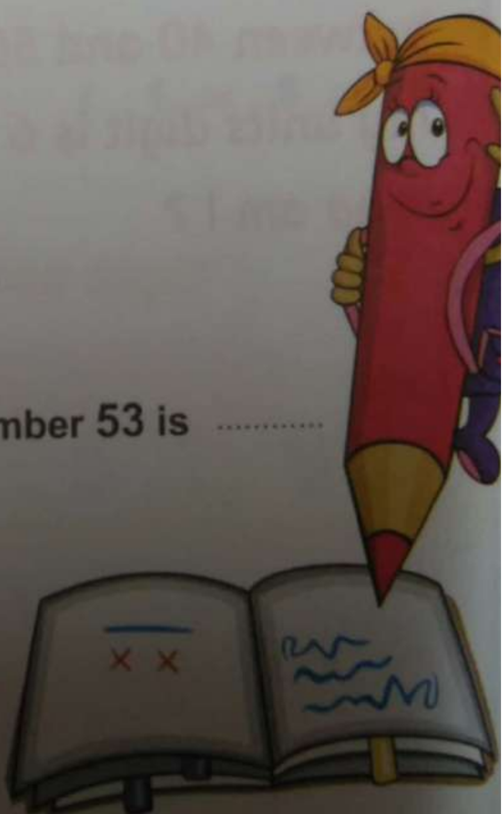
• 6 + ... = 8

• 10 + 10 + 1 + 1 + 1 + 1 = ...

• The place value of the digit 5 in the number 53 is ....

• 9 units + 7 tens = ...

• ...... – 4 = 4



3 Find the result

$3 + 4 =$ ....

$9 - 2 =$ ....

$5 + 0 =$ ....

$$\begin{array}{r} 6 \\ -\ 5 \\ \hline \dots \end{array} \qquad \begin{array}{r} 7 \\ -\ 1 \\ \hline \dots \end{array} \qquad \begin{array}{r} 4 \\ +\ 0 \\ \hline \dots \end{array}$$

$$\begin{array}{r} 8 \\ +\ 1 \\ \hline \dots \end{array} \qquad \begin{array}{r} 6 \\ -\ 0 \\ \hline \dots \end{array}$$

4 Maged has 7 books and Ashraf has 3 books more than Maged. How many books does Ashraf have ?

• *Ashraf has =* .... + ... = ... *books.*

SHEET 7 Till Unit 2 - Lesson 1

1 Add

35	47	20	53	24
+ 12	+ 50	+ 62	+ 46	+ 24
		+ 17		
....	....	....	....	....

2 Add

52 + 32 = ...

14 + 80 = ...

74 + 5 = ...

10 + 40 = ...

31 + 46 + 20 = ...

3 Complete

- The place value of the digit 3 in the number 34 is ....

- The smallest 2-digit number is ....

- 8 units + 2 tens = ...

- The number 79 in letters is ....

- The greatest 2-digit number is ....

4 Tamer has 34 pounds and Bossy has 25 pounds. How much money do they have ?

- They have = ... + ... = ... pounds.

Good

SHEET 8 Till Unit 2 - Lesson 2

1 Subtract

94 − 32	87 − 15	46 − 24	73 − 50	54 − 11
....	....	....	....	....

2 Subtract

24 – 23 = ...

98 – 21 = ...

85 – 73 = ...

50 – 30 = ...

64 – 62 = ...

23 – 23 = ...

3 Complete by using " < , = or > "

37 + 22 ☐ 95 – 62

84 – 13 ☐ Eighty three

75 – 24 ☐ 40 + 11

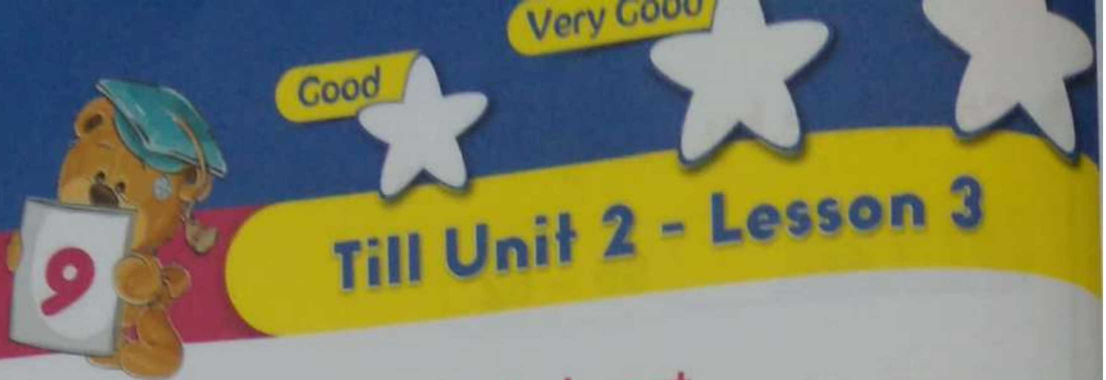
8 tens + 3 units ☐ 9 + 70

97 – 24 ☐ 79 – 42

2 units + 4 tens ☐ 2 tens + 4 units

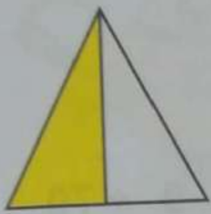
4 In the class of Farid, there are 28 pupils and 12 of them were absent. How many pupils are remained in the class ?

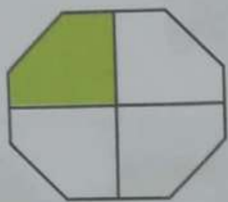
• *The remainder* = ... – .... = ... *pupils.*

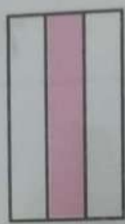


SHEET 9 Till Unit 2 - Lesson 3

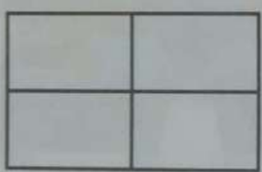
1 Write the fraction of the shaded part





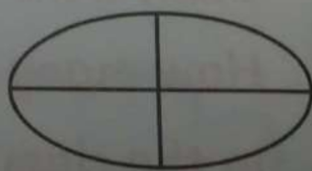


2 Colour according to the fraction

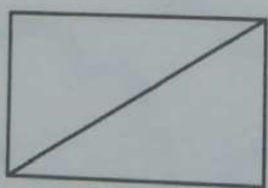


$\frac{1}{4}$

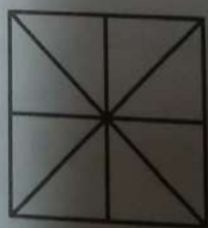
$\frac{1}{3}$



$\frac{1}{2}$



$\frac{1}{2}$



$\frac{1}{4}$

3 Arrange descendingly

74 , 9 , 25 , 90 , 47

• The order is : .... , ... , ... , ...

and ....

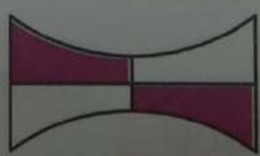
4 Complete

• 54 + 23 = ...

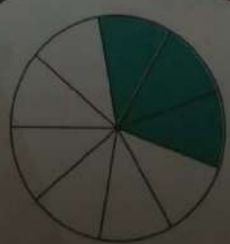
• 39 – Thirty nine = ...

• The smallest number formed from 2 digits is ....

• The shaded part shows the fraction ....



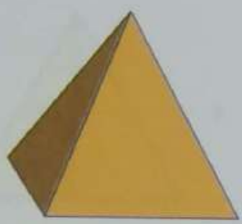
• The shaded part shows the fraction ....

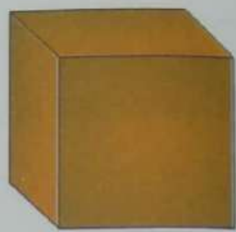


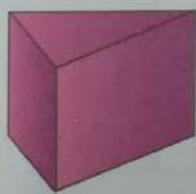
Good Very Good Excellent

SHEET 10 Till Unit 3 - Lesson 1

1 Write the name of each solid







2 Join each shape with its name

Cube Cylinder Cuboid Sphere Cone

3 Complete

- 40 > ....

- The number 97 in letters is ....

- 4 units + 5 tens = ...

- 64 + 32 = ...

- Forty four – Thirty three = ...

- The greatest number formed from 2 digits whose units = 0 is ....

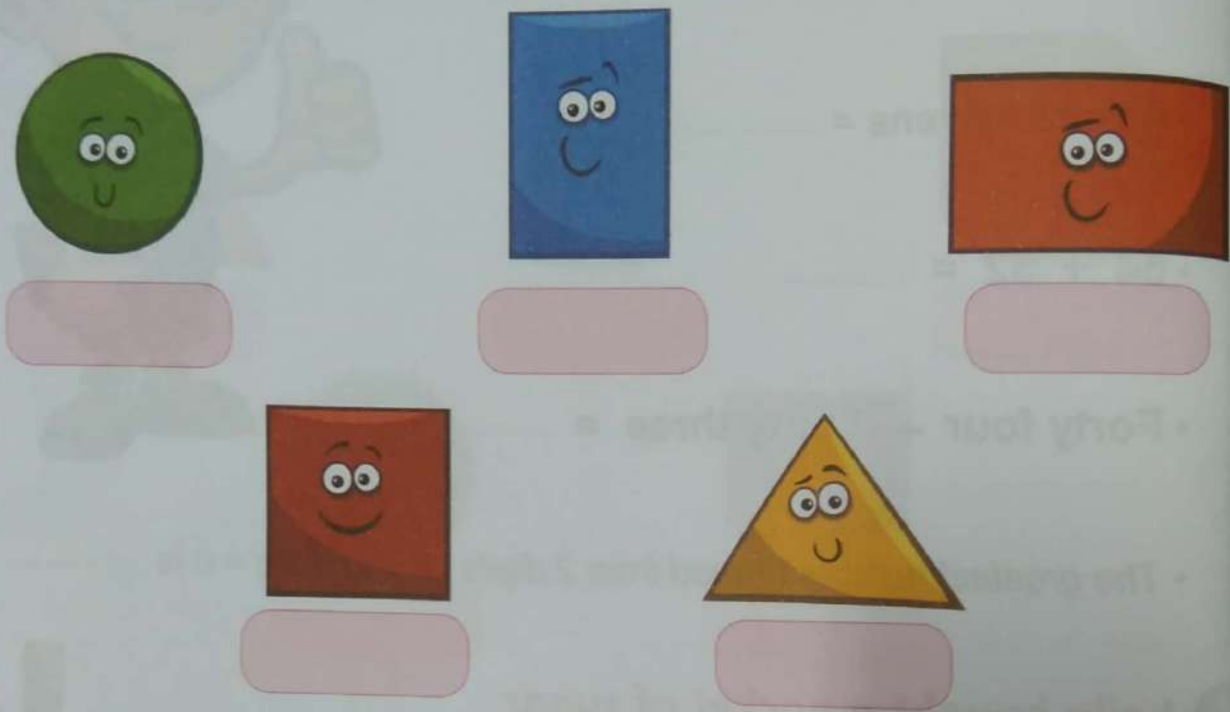
4 Laila bought a packet of sugar for 9 pounds and a bottle of oil for 20 pounds. If she had 39 pounds , what is the remainder with her ?

- The price of buying = ... + ... = ... pounds.

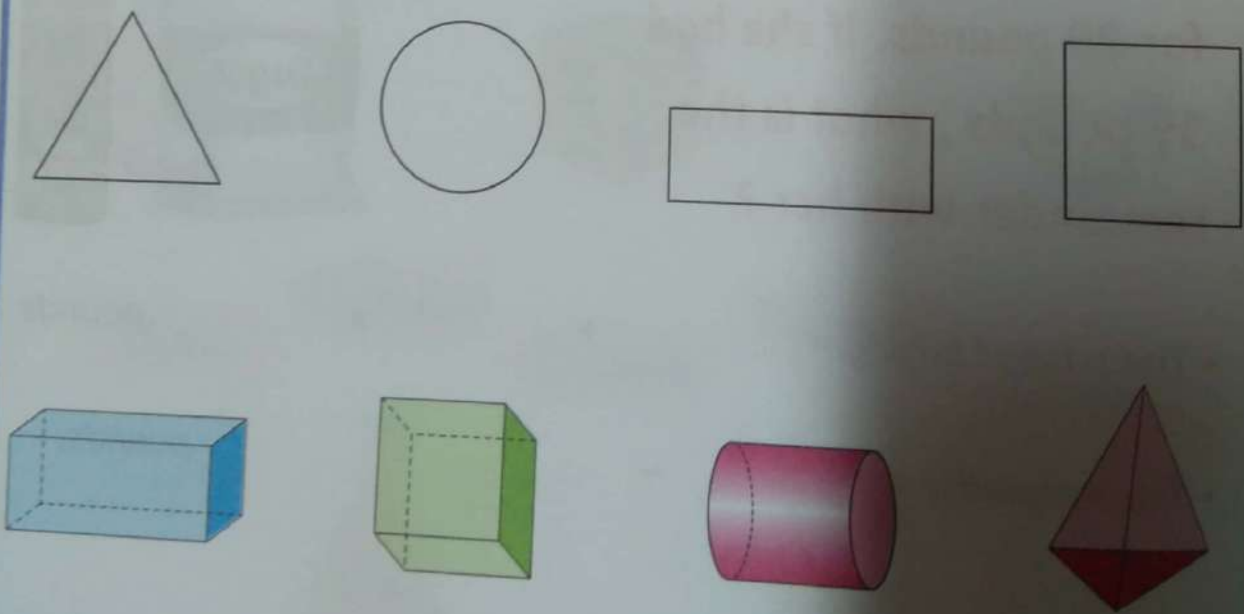
- The remainder = ... – .... = ... pounds.

Good Very Good Excellent

1 Write the name of each shape



2 Join each shape to its solid



3 Complete

- The place value of the digit 4 in the number 24 is ....
- The greatest number formed from 2 digits and their sum is 10 = ...
- The fraction of the shaded part in the figure is ....
- .... + 17 = 47
- 35 , 45 , 55 , ... , ... (in the same pattern)

4 Arrange the following numbers in a descending order

74 , 89 , 64 , 35 , 98

- The order is : .... , ... , ... , ...

  and ....

Good Very Good

SHEET 12 Till Unit 3 - Lesson 3

1 (a) Write the amount of money of the following

The amount = L.E. ....

The amount = L.E. ....

(b) Circle any object you can buy with

15 pounds

L.E. 22

17 pounds

L.E. 7

52 pounds

2 Complete

- 45 + 20 = ...
- 70 < ....
- 15 + ... = 75
- 79 – ten = ...
- 14 + 31 + 52 = ...

3 Arrange in an ascending order

54 , SIXTY ONE , 29 , NINETEEN , 45

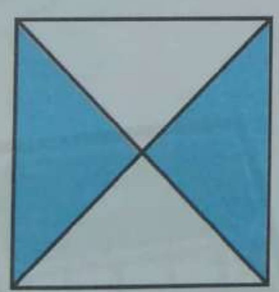
- The order is : .... , ... , ... , ...

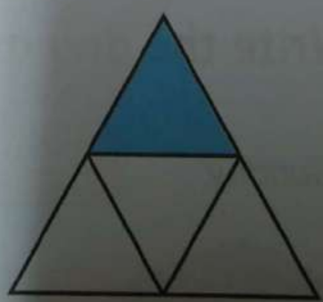
  and ....

4 (a) Shady has 74 pounds and he bought a toy for 30 pounds. How much money is left with him ?

- The left money = ... − .... = ... pounds.

(b) Write the fraction





SHEET 13 Till Unit 3 - Lesson 4

1 Complete in order

- Saturday , Sunday , ... , ... , ... , ... , ...

2 (a) Write the day before

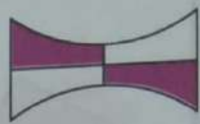
- [   ] Tuesday
- [   ] Friday
- [   ] Wednesday

(b) Write the day after

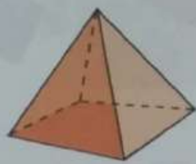
- Sunday [   ]
- Wednesday [   ]
- Friday [   ]

3 Complete

- The number of days in the week = ☐
- The tens digit in the number 52 is ☐
- The shaded parts show the fraction ☐



- The name of the opposite solid is ☐



- 14 + 53 = 53 + ☐

4 (a) Find the result

$$\begin{array}{r} 54 \\ +\ 45 \\ \hline \dots\dots \end{array} \qquad \begin{array}{r} 29 \\ -\ 16 \\ \hline \dots\dots \end{array} \qquad \begin{array}{r} 84 \\ +\ 12 \\ \hline \dots\dots \end{array} \qquad \begin{array}{r} 67 \\ -\ 47 \\ \hline \dots\dots \end{array}$$

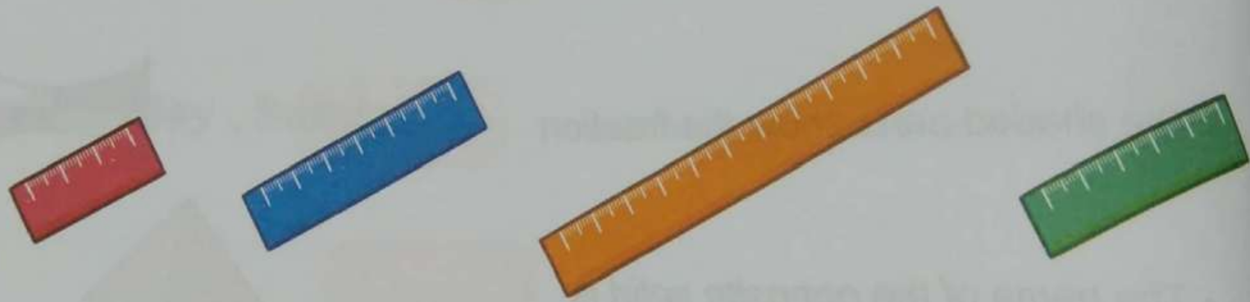
(b) Ahmed bought a book for L.E. 15 and a pen for L.E. 12 How much money did he pay ?

- He paid = ... + ... = L.E. ....

Good Very Good Excellent

SHEET 14 Till Unit 3 - Lesson 5

1 (a) Ring the longest ruler and underline the shortest one



(b) Complete in the same pattern

• 86 , 76 , ... , ... , ...

2 Arrange the following animals according to their heights from the shortest to the tallest

(a) (b) (c) (d) (e)

• The order is : .... , ... , ... , ...

and ....

3 Put the suitable relation " < , = or > "

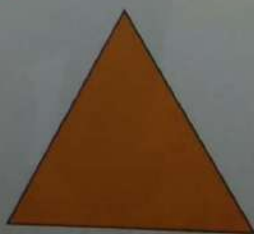
- 31 + 23 + 45 ☐ ninety nine
- 98 − 98 ☐ 1
- *The amount* ☐ *the amount*
- *The height of Cairo Tower* ☐ *the height of your school.*

4 Join

Prism

Square

Cylinder



Triangle

Rectangle

1 (a) Measure each of the following lines

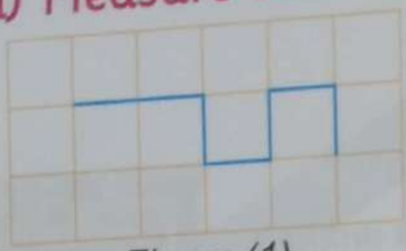


Figure (1)

The measure = ☐ units.

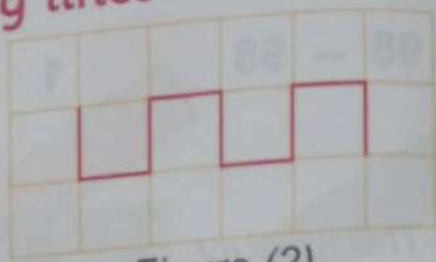


Figure (2)

The measure = ☐ units.

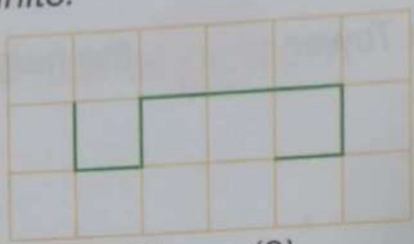


Figure (3)

The measure = ☐ units.

(b) Write the place value of the circled digits

(2)5	4(8)	9(6)	(7)3

2 Ahmed has 45 pounds and Shaza has 12 pounds less than Ahmed. How much money does Shaza have ?

• Shaza has = ... = ... pounds.

3 Complete

- Today is Tuesday , so after tomorrow will be [ ]

- The smallest number formed from 2 different digits is [ ]

- The number of birds inside the cage is [ ]

- The day that comes directly before Sunday is [ ]

- The number of your brothers is [ ]

and the number of your sisters is [ ]

4 Find the result

- 35 + 62 = ...

- 99 – fifty six = ...

- 70 – 40 = ...

- 8 tens + 4 units = ...

- 25 + 14 + 60 = ...

SHEET 16 Till Unit 4 - Lesson 1

Good Very Good Excellent

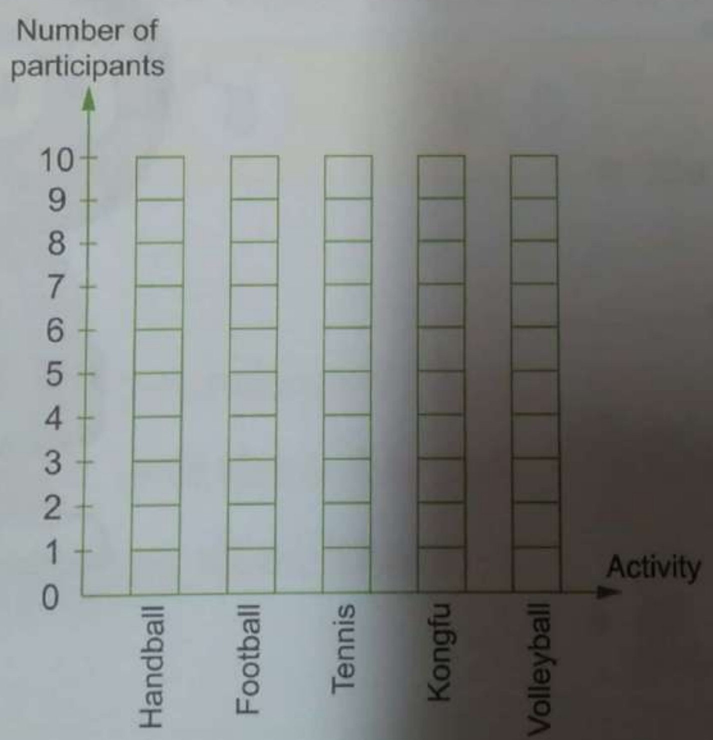
1. The following table shows the number of participants from your class in these sports activities

Activity	Handball	Football	Tennis	Kongfu	Volleyball
Number of participants	5	9	4	6	7

(a) Write the rank of sports activities according to the number of participants

Activity	Handball	Football	Tennis	Kongfu	Volleyball
Rank	....	....	....	....	....

(b) Represent the first table on the graph



2 Complete

- The amount is ☐ pounds.
- The day that comes directly after Friday is ☐
- The place value of the digit one in the number 12 is ☐
- ☐ − 64 = 31
- The face of a cube is a ☐

3 Join

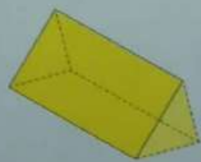
Prism

Circle

Cylinder

Pyramid

Rectangle



4 Esmail bought vegetables for 23 pounds and fruits for L.E. 35 How much money did he pay ?

- He paid = ... = ... pounds.

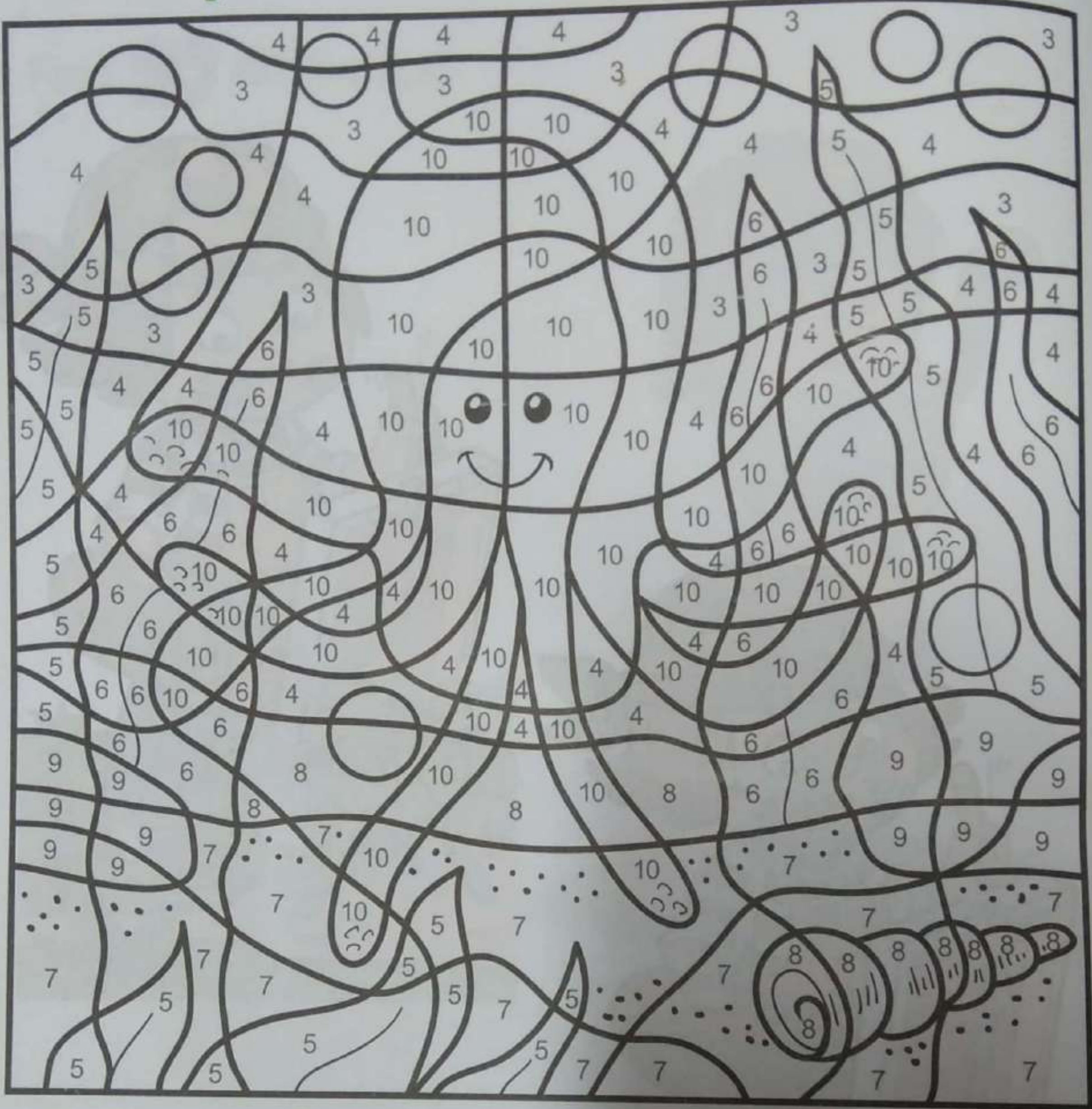
The number ten (10)

Find 10 differences

Find 10 differences

Colour the spaces with the number 10 with

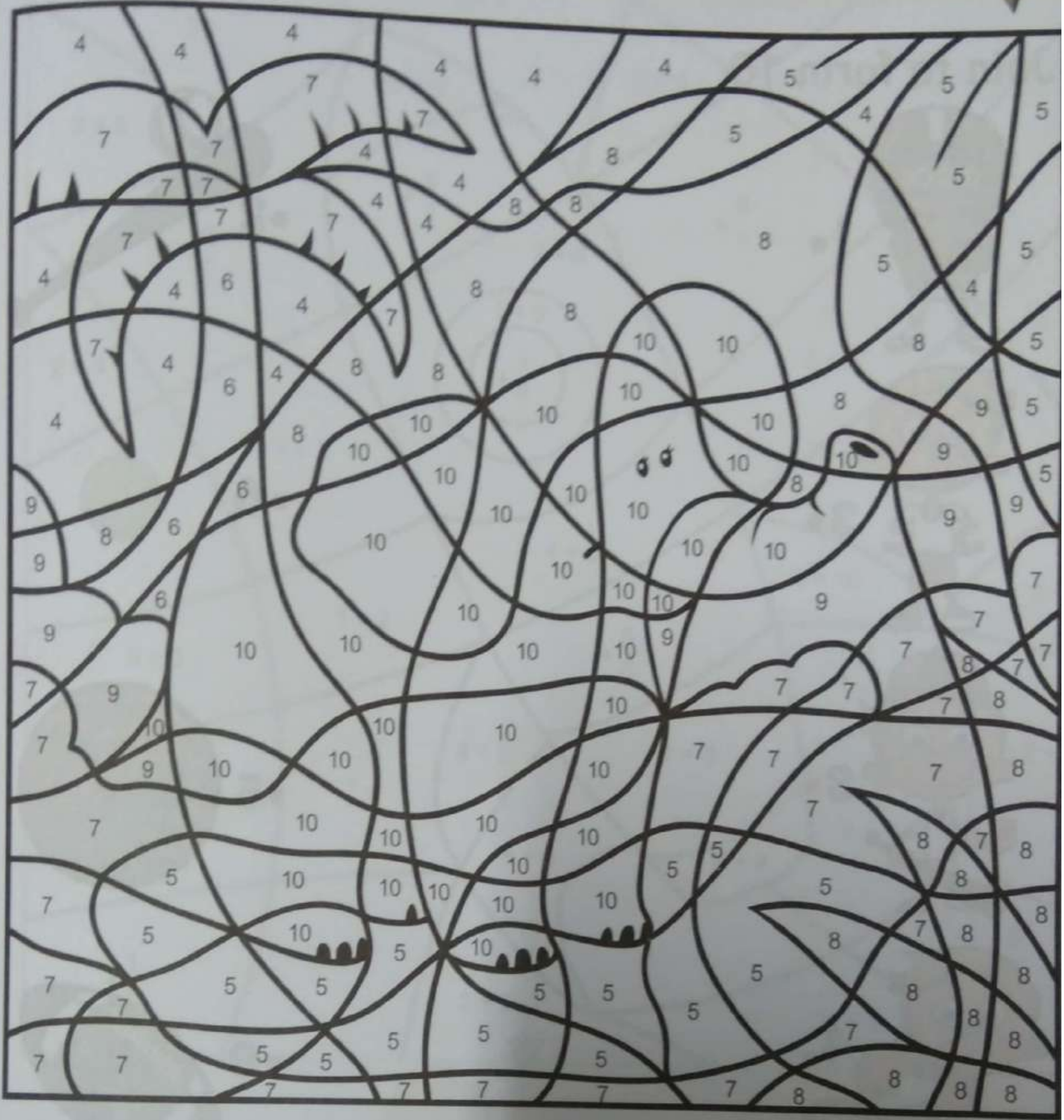
What do you see ?



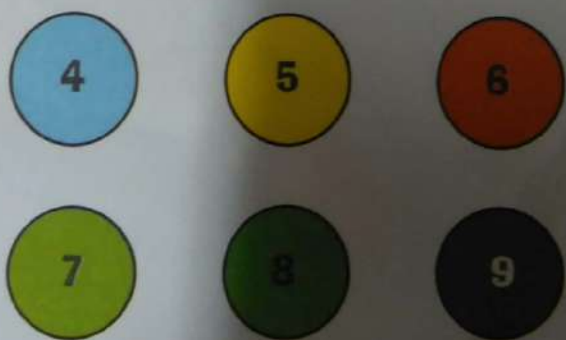
Complete colouring the picture according to the numbers

Colour the spaces with the number 10 with

What do you see ?

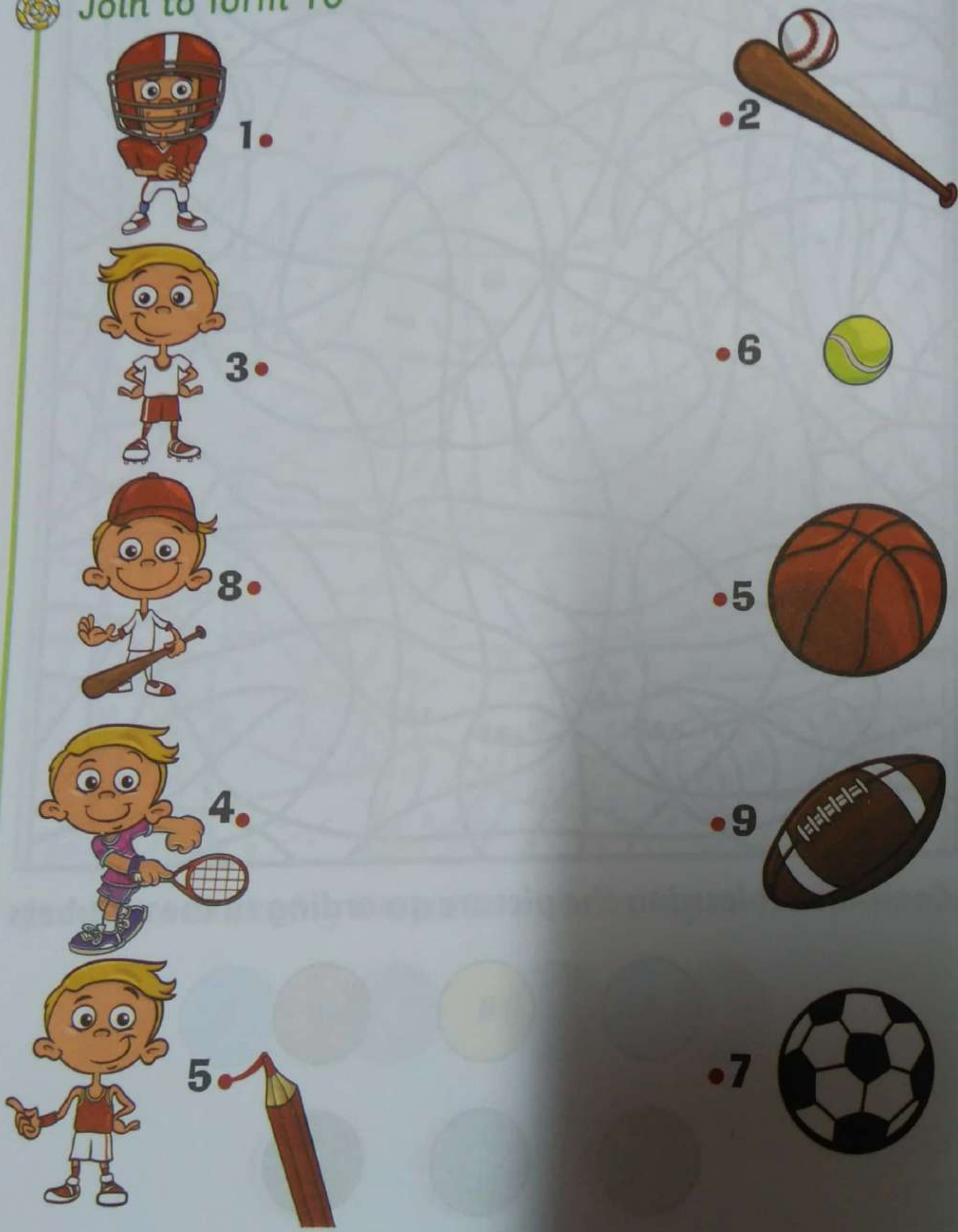


Complete colouring the picture according to the number

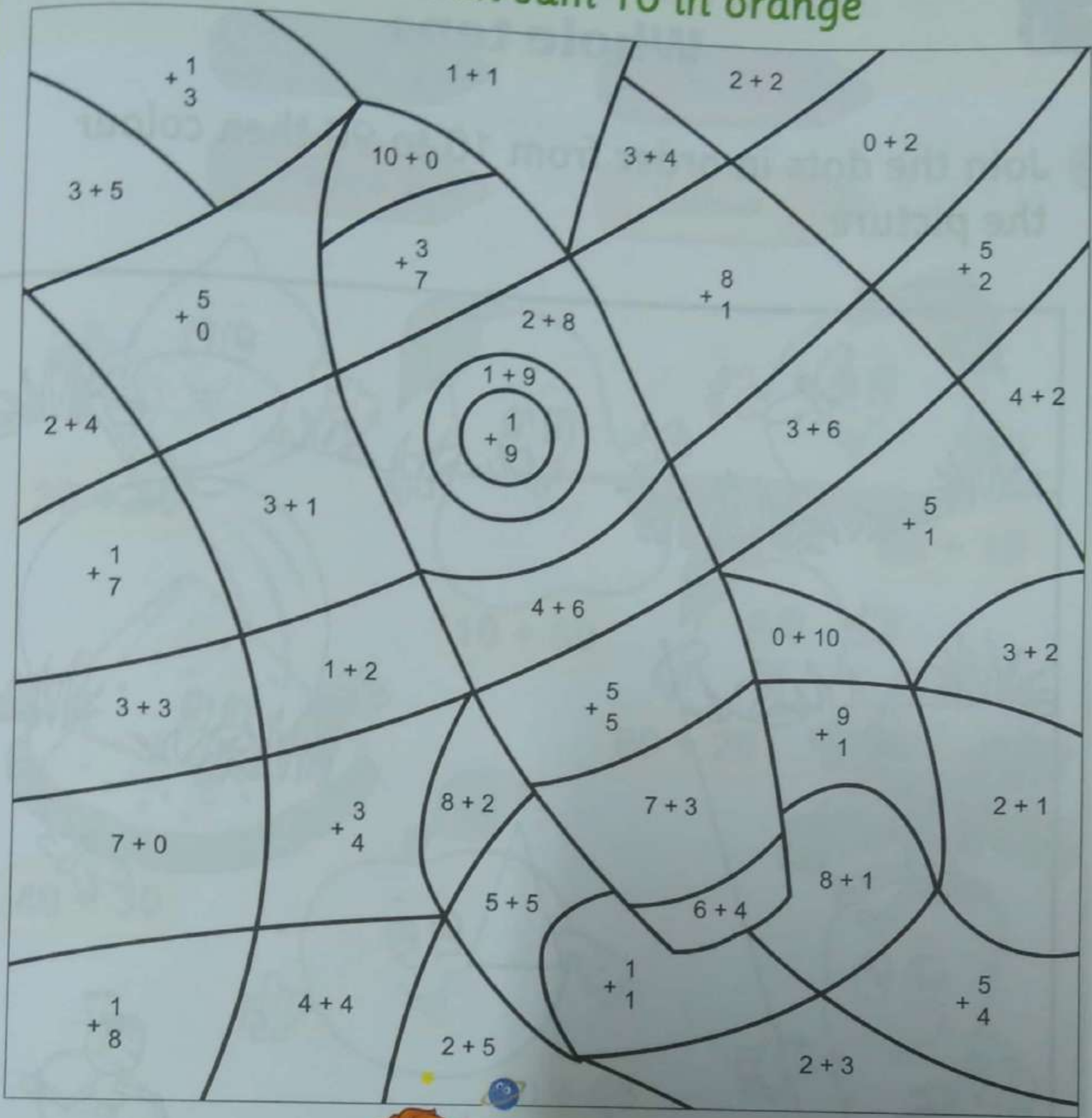


Family of the number (10)

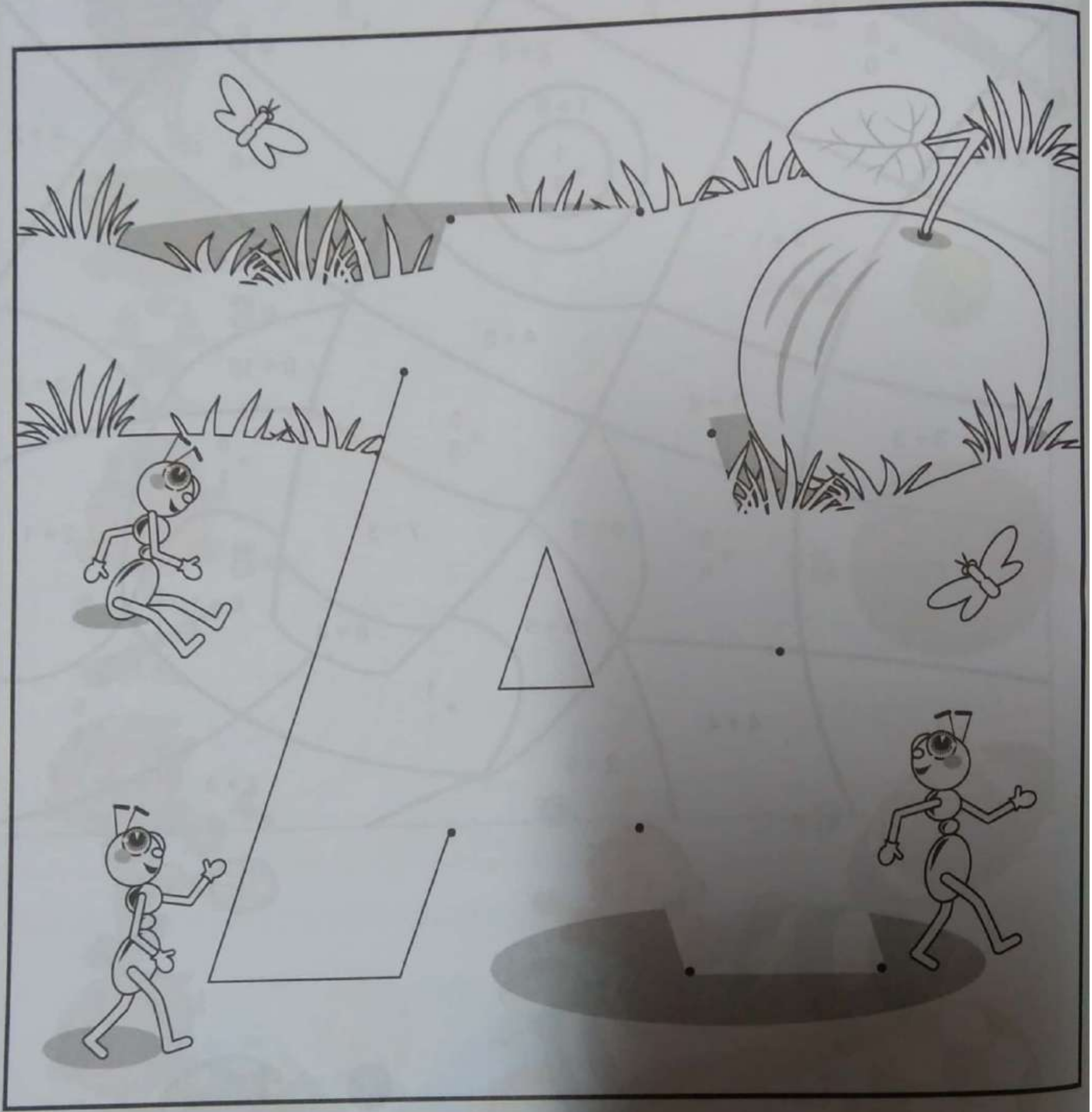
Join to form 10



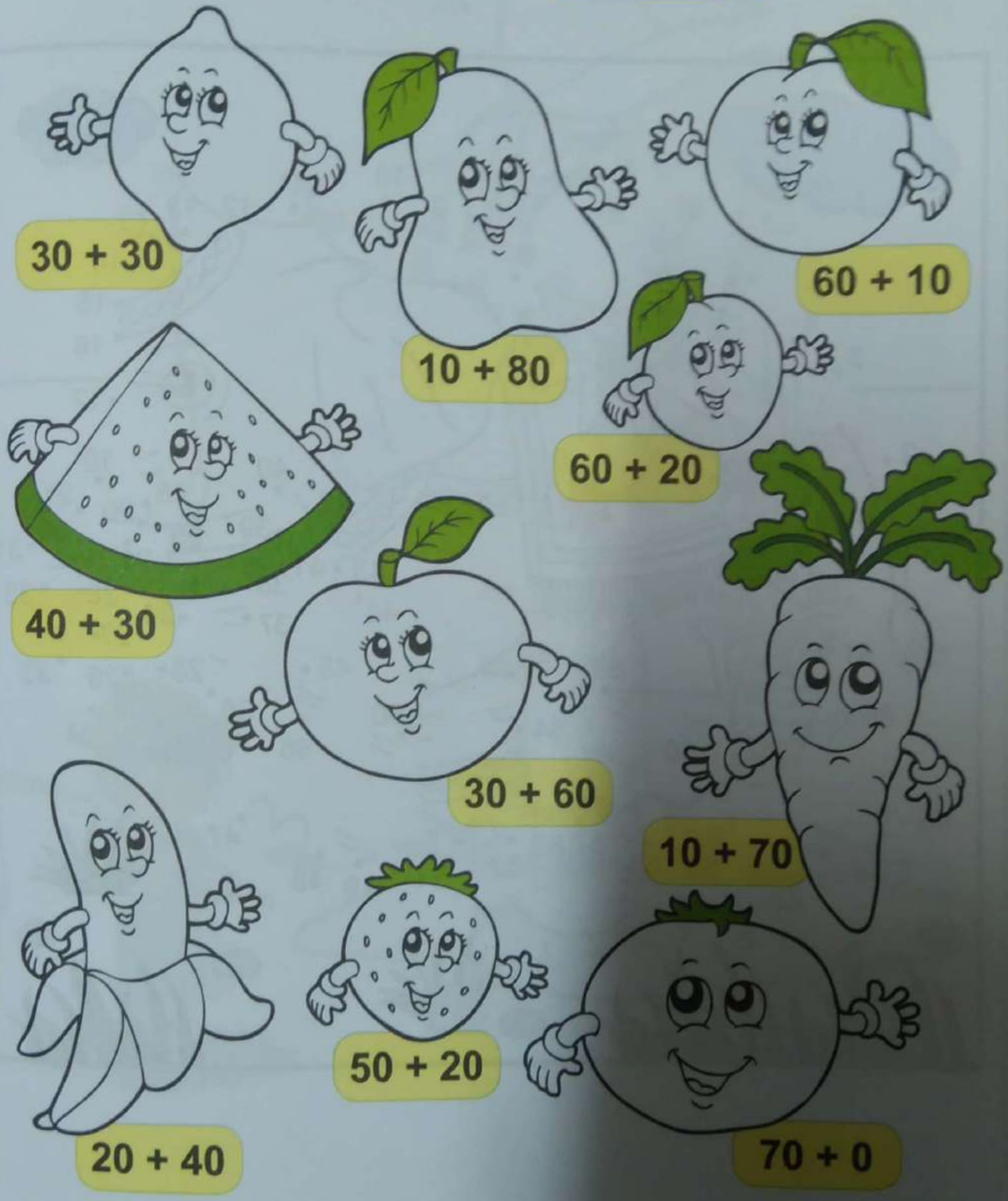
Colour the spaces with sum 10 in orange



Join the dots in order from 10 to 90 then colour the picture

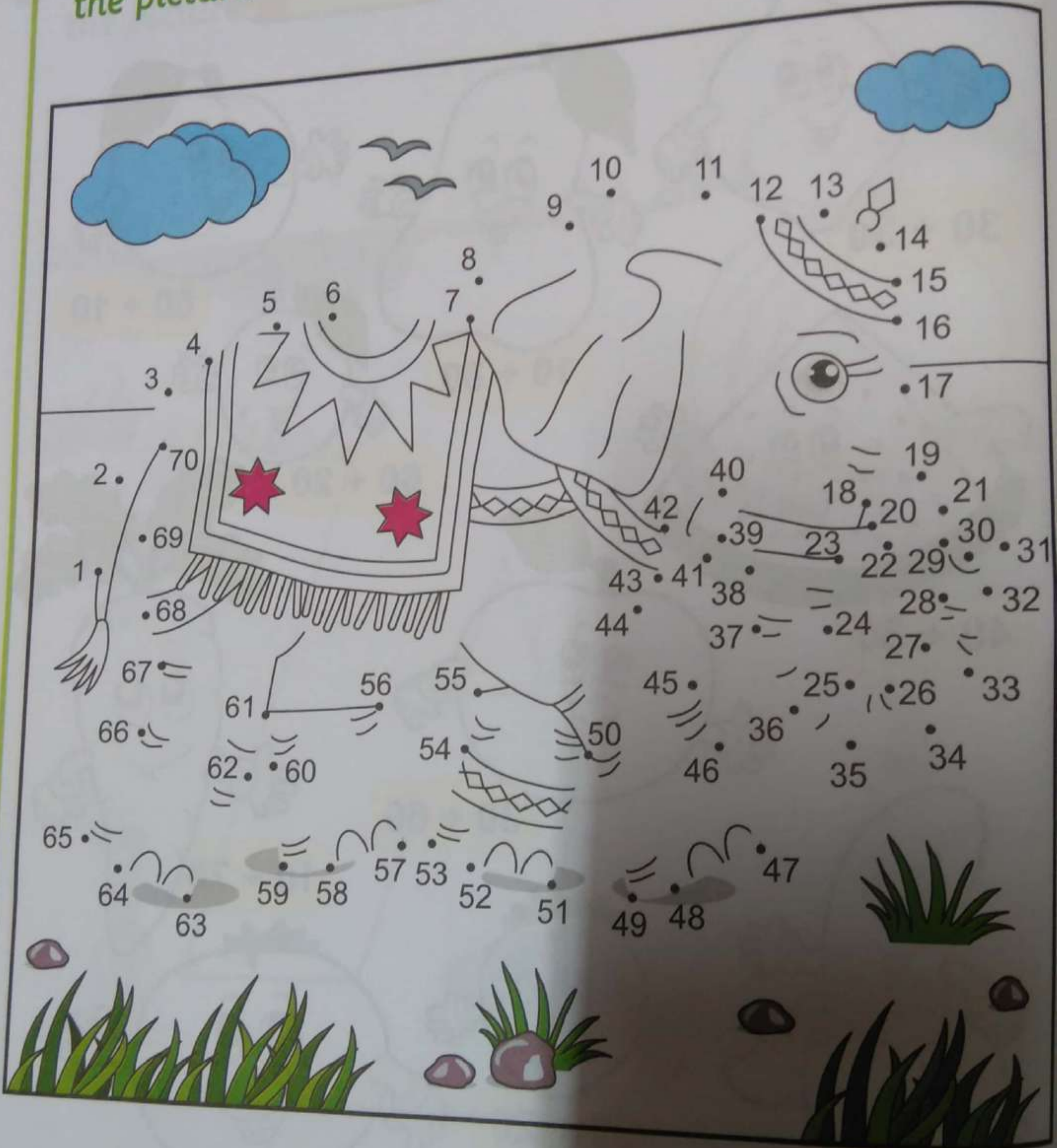


Add and colour according to the results



Tens and units

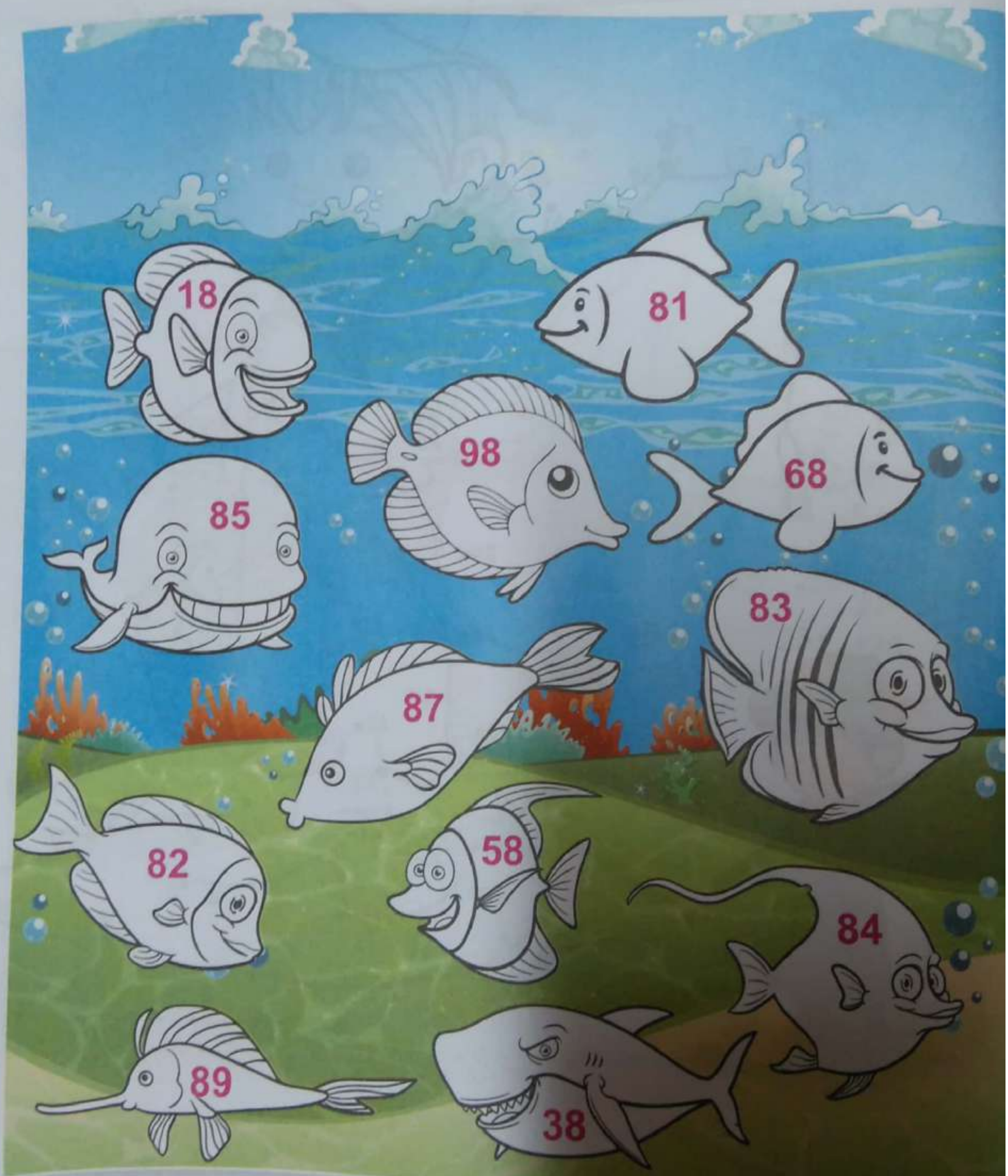
Connect the dots from 1 to 70, then colour the picture



Connect the dots from 1 to 70, then colour the picture according to the small one

The place value

If the value of 8 in the number is 8 , colour the fish in red
If the value of 8 in the number is 80 , colour the fish in yellow



Draw the path that leads to the house with the same number

62 44 37 52 73 16

3 tens + 7 units

2 units + 5 tens

6 tens + 2 units

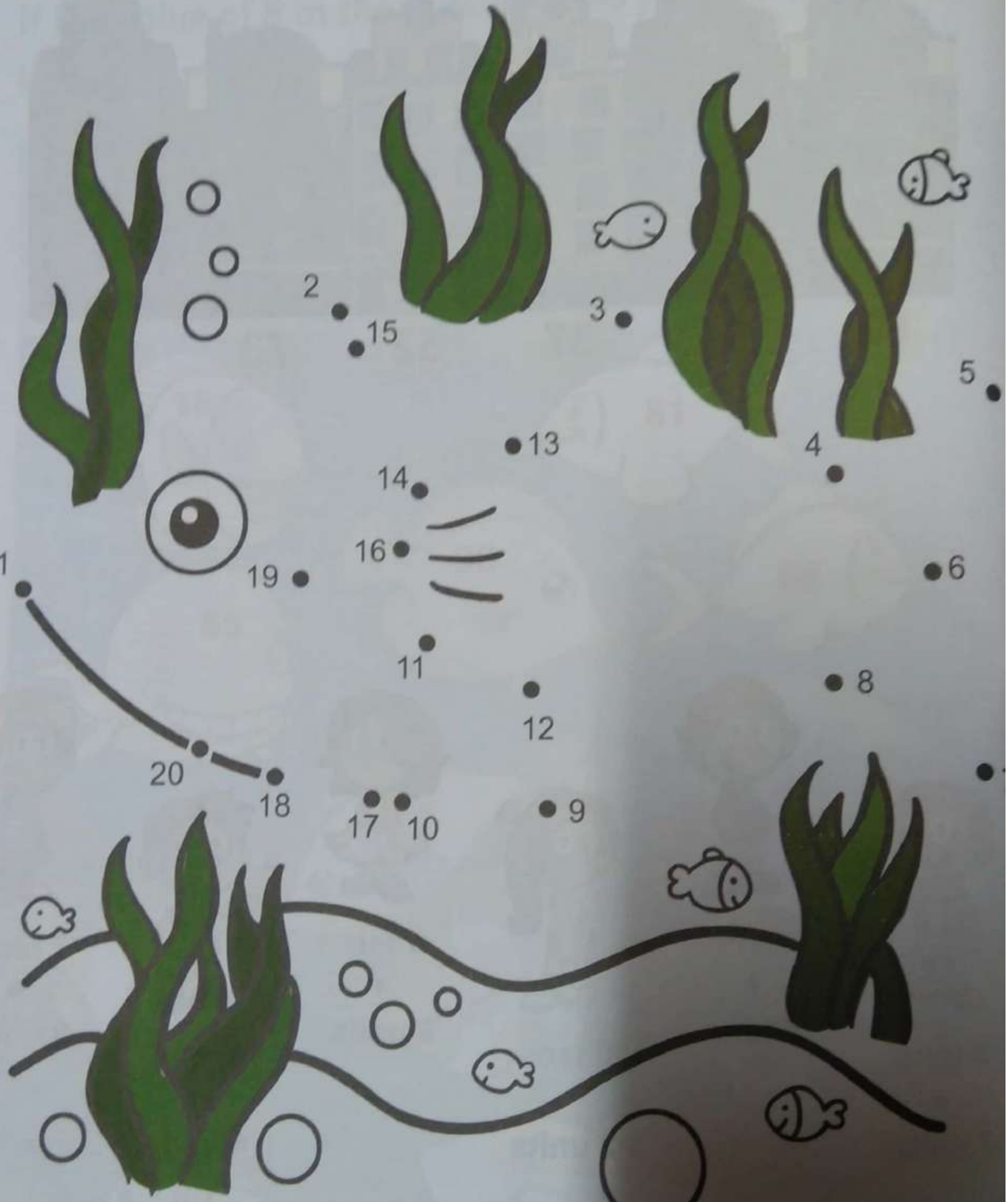
1 ten + 6 units

4 tens + 4 units

7 tens + 3 units

Ordering and comparison

Join the numbers in order and colour the picture



Colour the squares whose numbers are greater than 82 and the squares whose numbers are smaller than 39

61	70	55	69	70	53	45
51	40	94	24	84	75	41
63	60	30	42	59	62	73
58	43	86	16	95	78	52
48	54	7	50	44	72	64
65	46	99	66	57	79	67
71	68	56	76	47	74	49

What is the resultant letter?

Addition up to 99

Just like magic

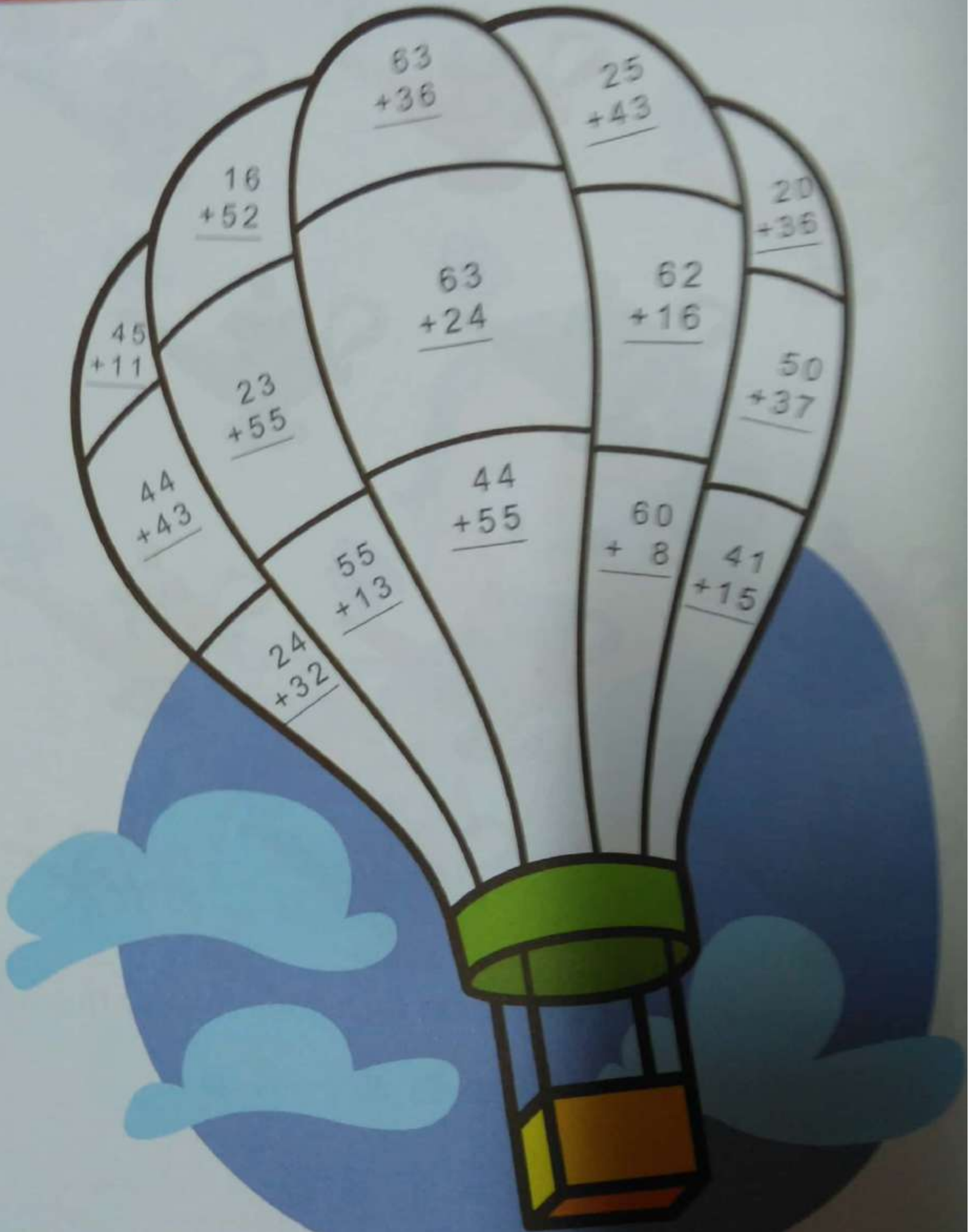
Add

Use the answers and the letter on each lamp to solve the code :

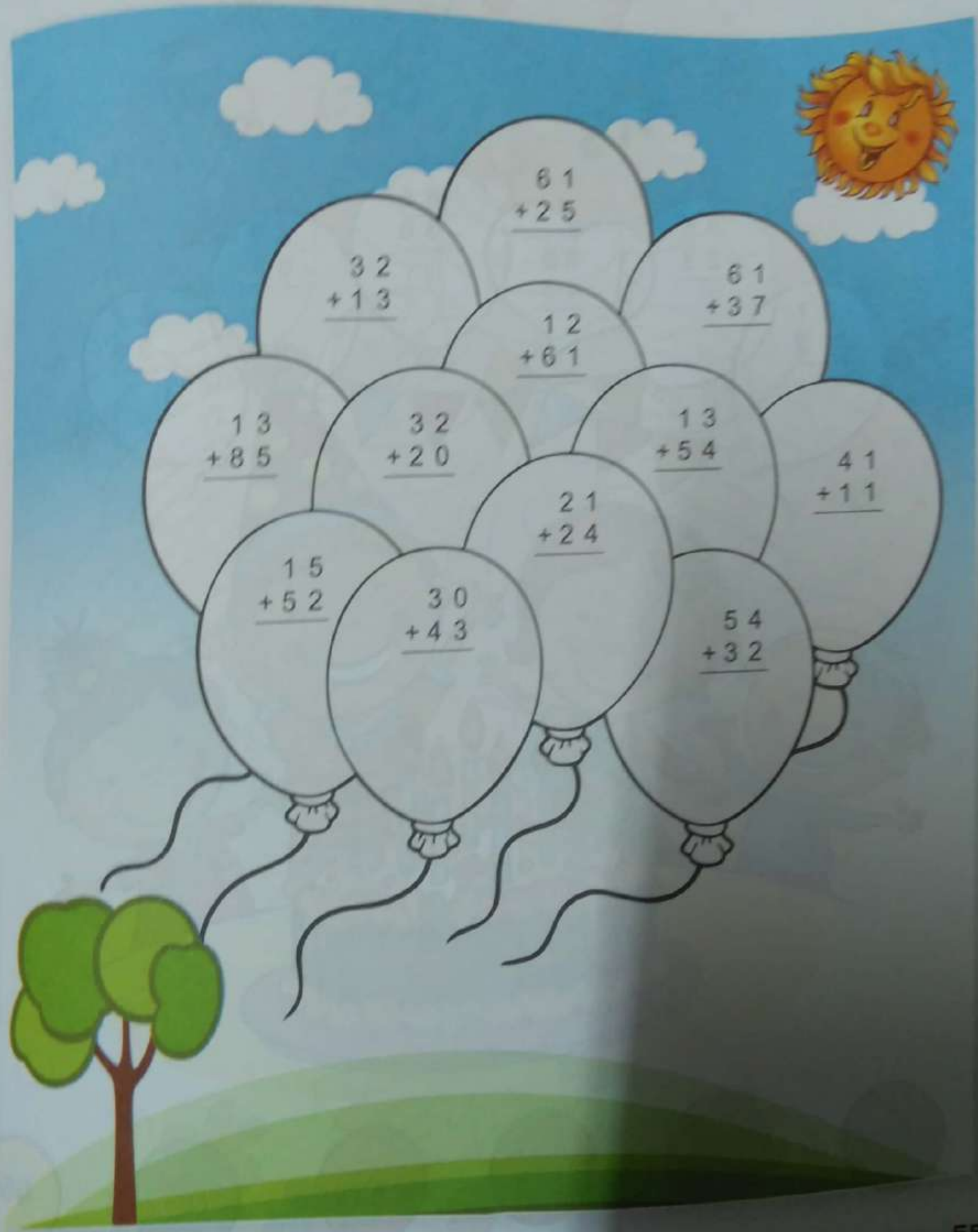
$\overline{77}$ $\quad$ $\overline{26}$ $\overset{O}{\overline{69}}$ $\overline{53}$ $\overline{85}$ $\quad$ $\overline{99}$ $\overline{38}$

$\overline{99}$ $\overset{O}{\overline{69}}$ $\overline{76}$ $\overline{67}$ $\overline{85}$ $\overline{65}$

Add and colour the picture according to the answers



Add, then use the code to colour the balloons



Subtraction up to 99

Colour according to the answers

44 42 34 25 63 55

Colour according to the answers

24 41 53 15

60 16 22 37

Just like magic ... Again

Subtract

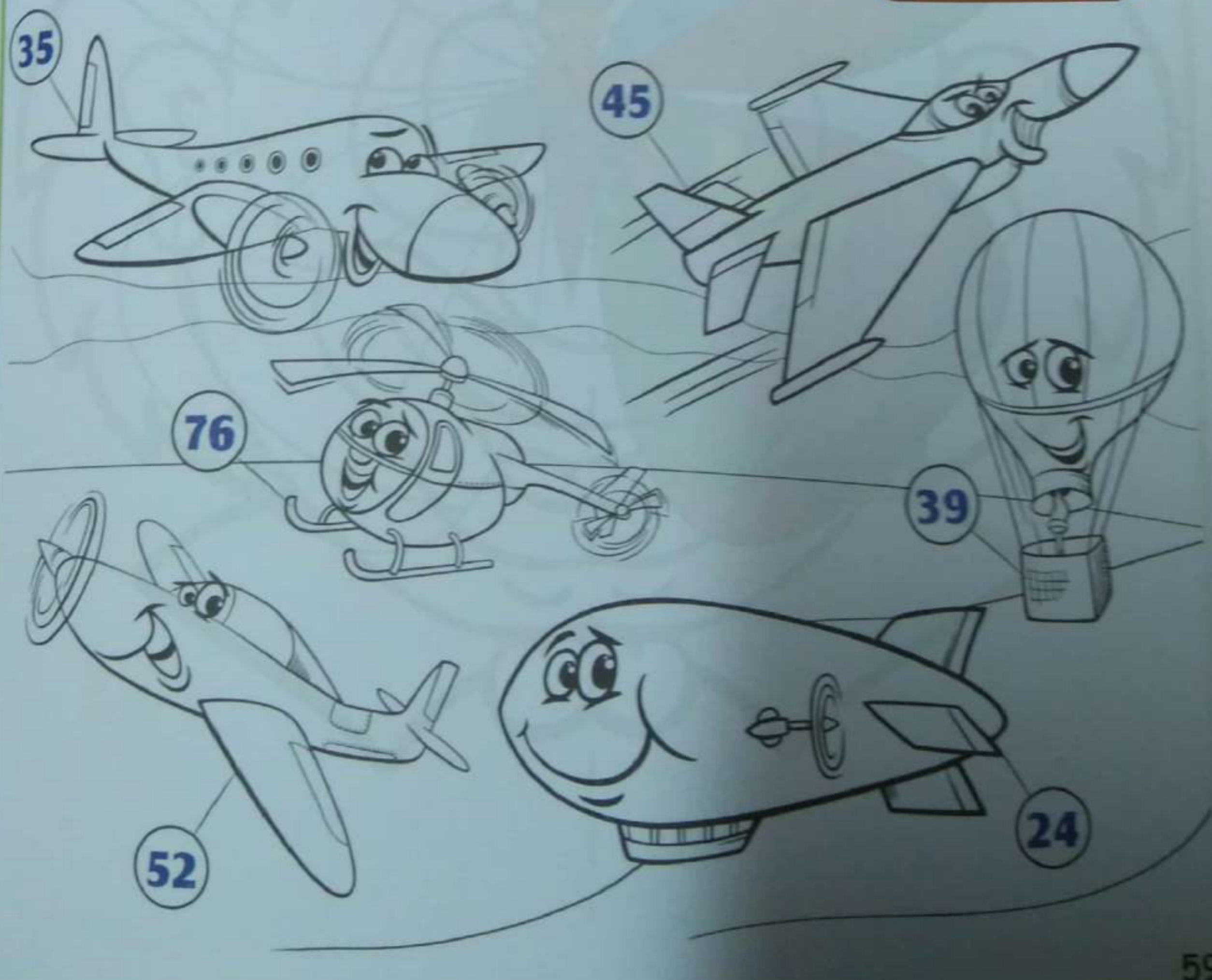
Use the answers and the letter on each lamp to solve the code:

__ 20   __ 13   __ 5   __ 40   E 21   E 21   __ 37   __ 65   __ 26   __ 42

Addition and subtraction

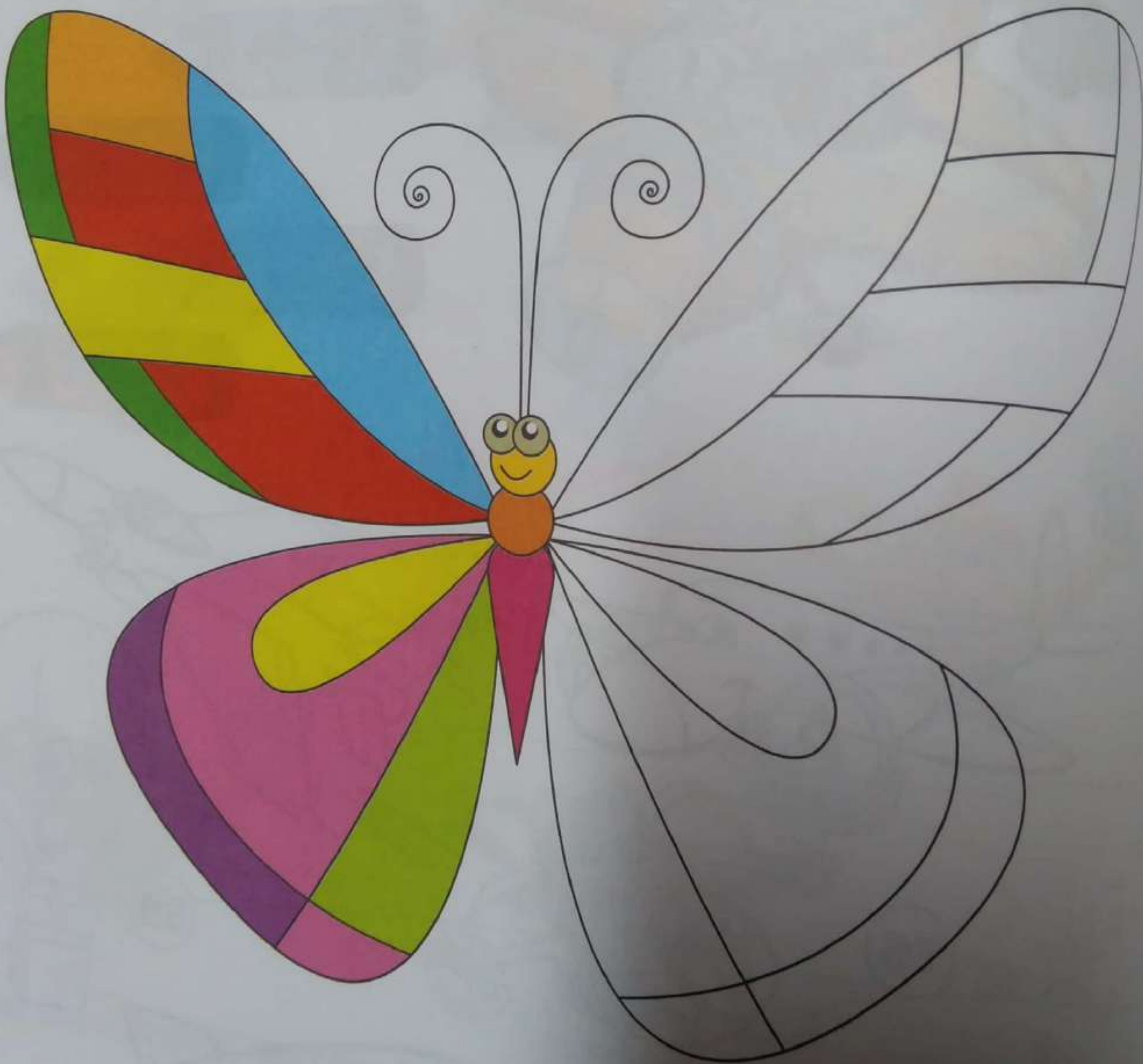
Add or subtract, then colour according the results

- 13 + 11
- 55 - 20
- 86 - 34
- 27 + 12
- 44 + 32
- 75 - 30



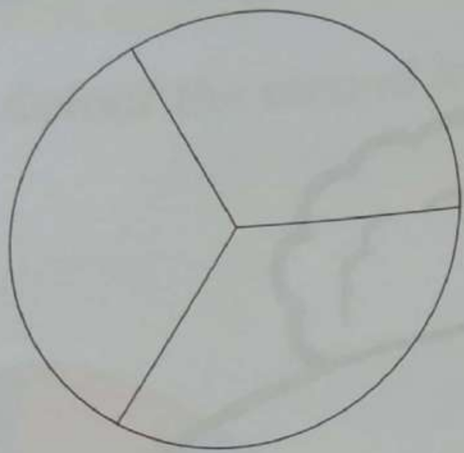
Fractions (the half, the third and the quarter)

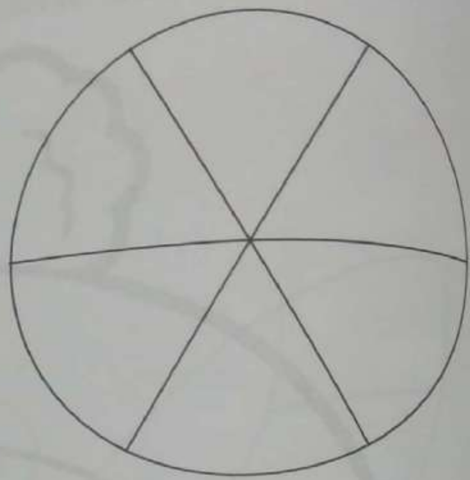
Colour the second half in the same colours

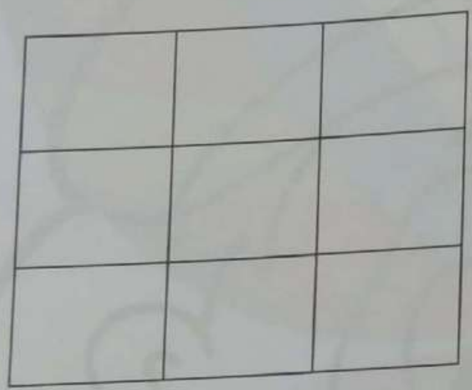


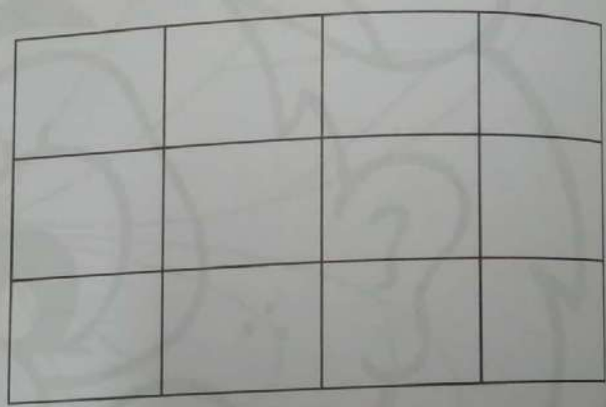
Colour the two halves in the same colours

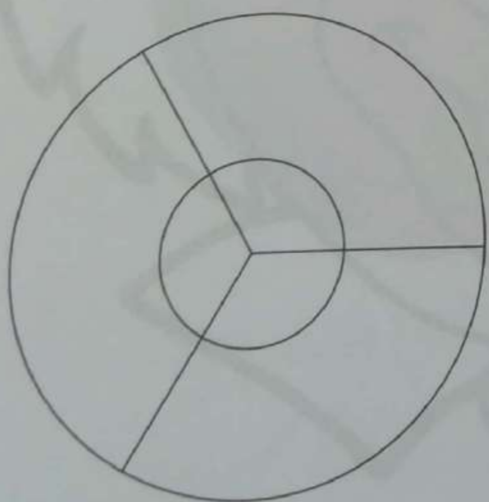
In each of the following, colour one third

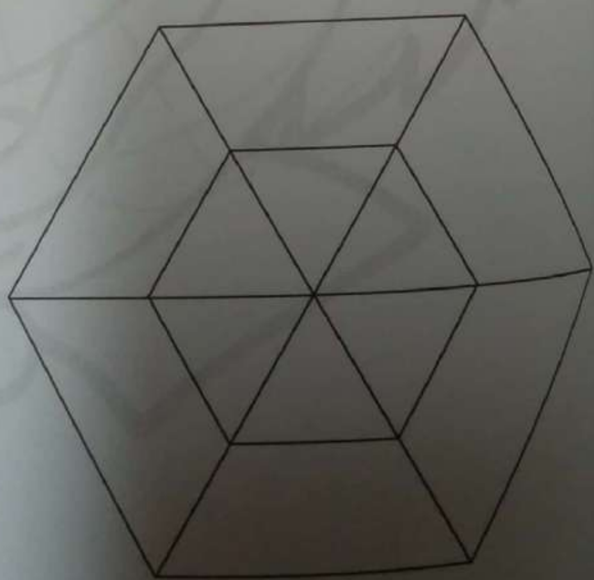




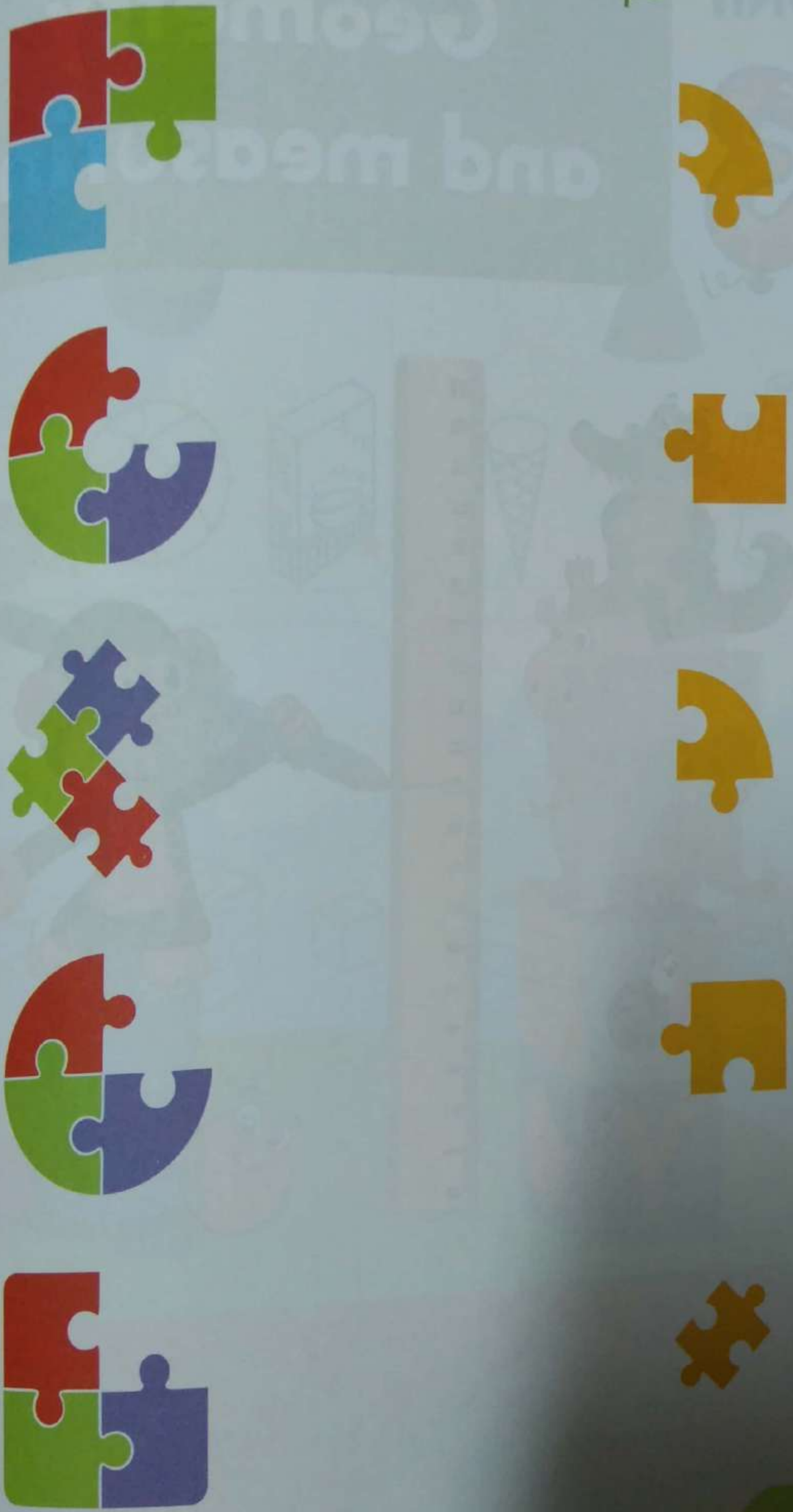






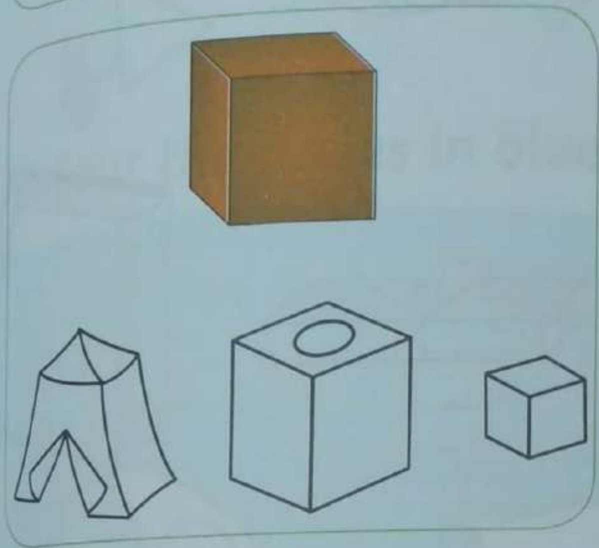


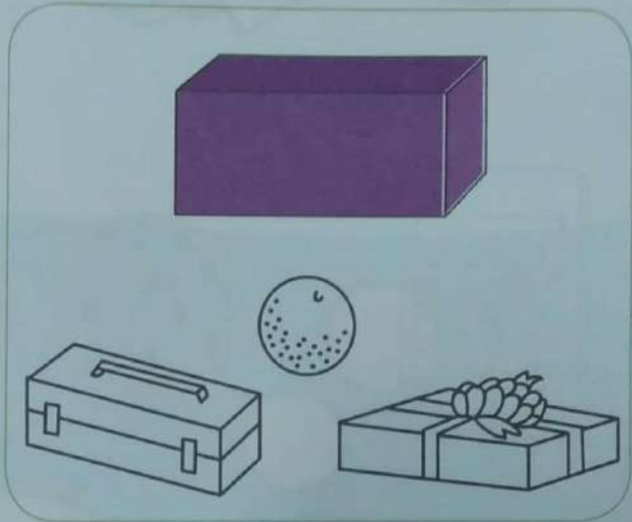
Match each quarter to its suitable shape

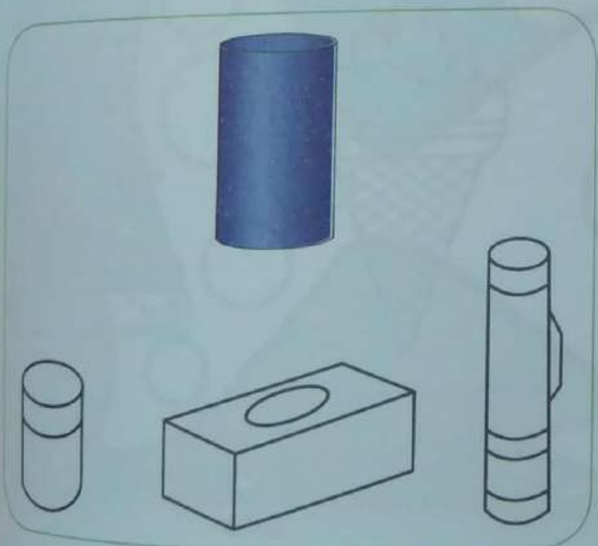


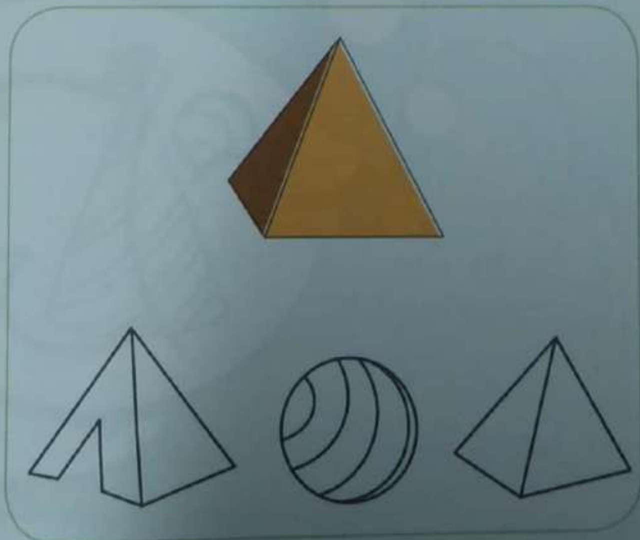
Solids

Colour the objects that are similar to the shape of the solid figure

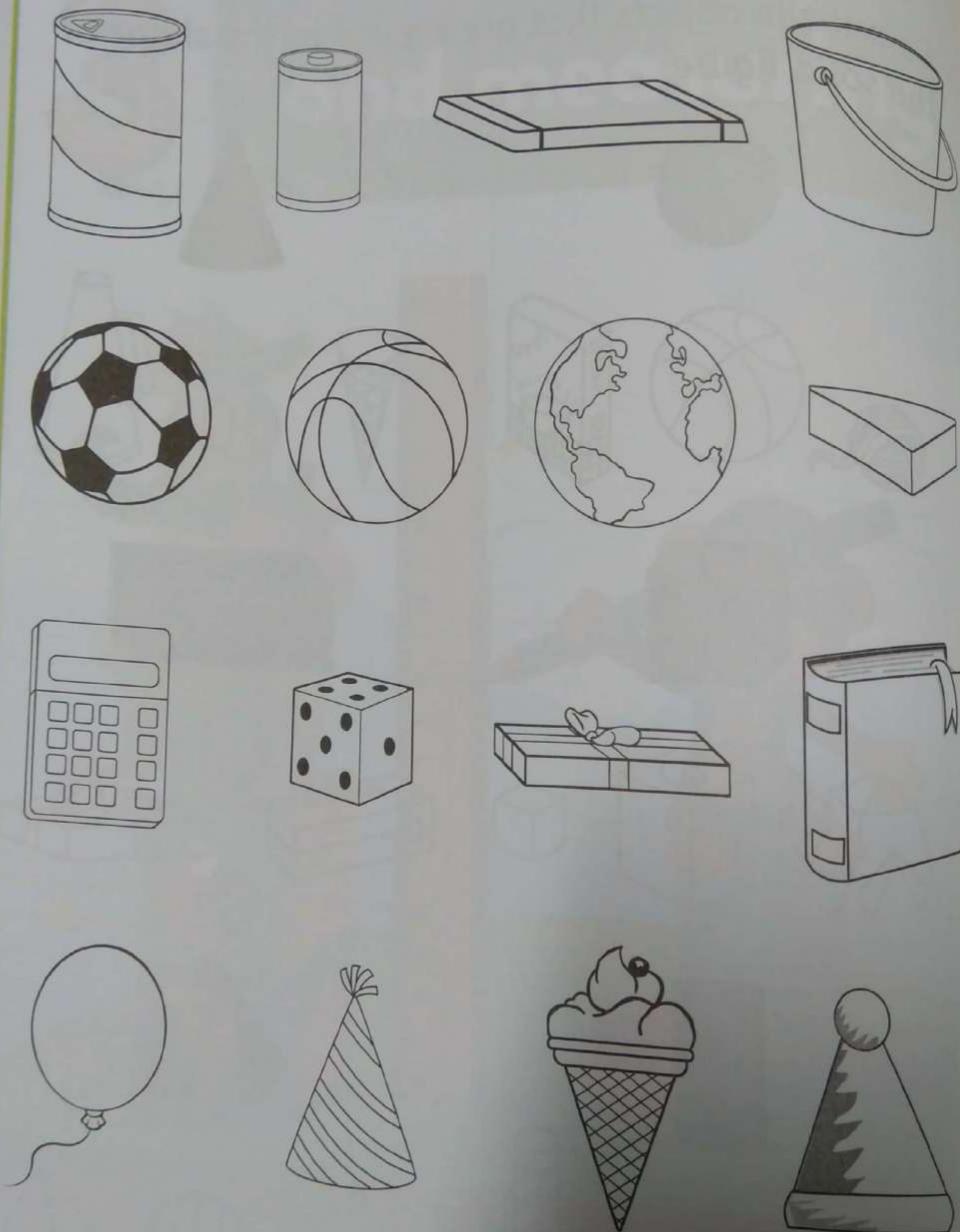






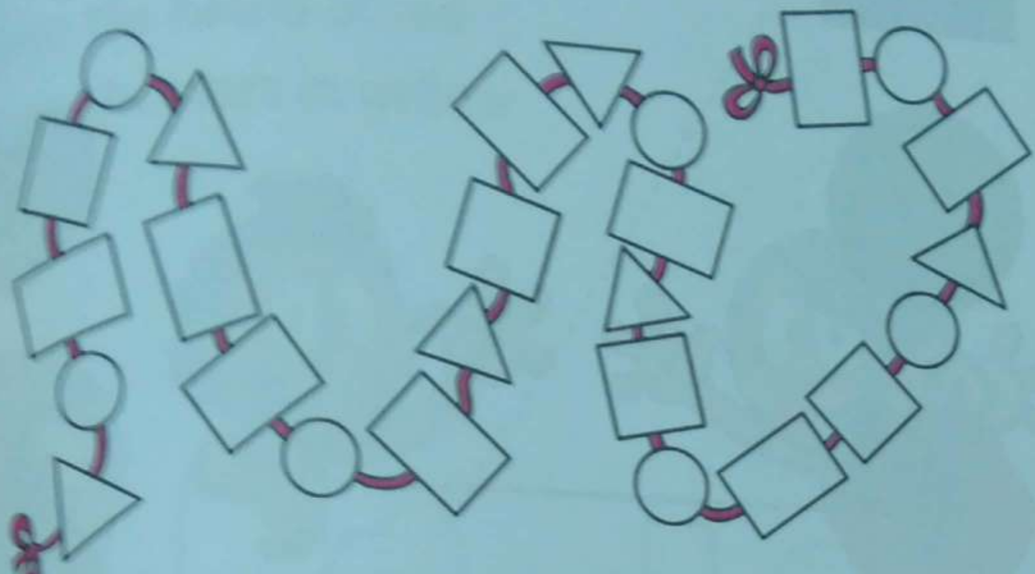


Colour the item that is different in each row

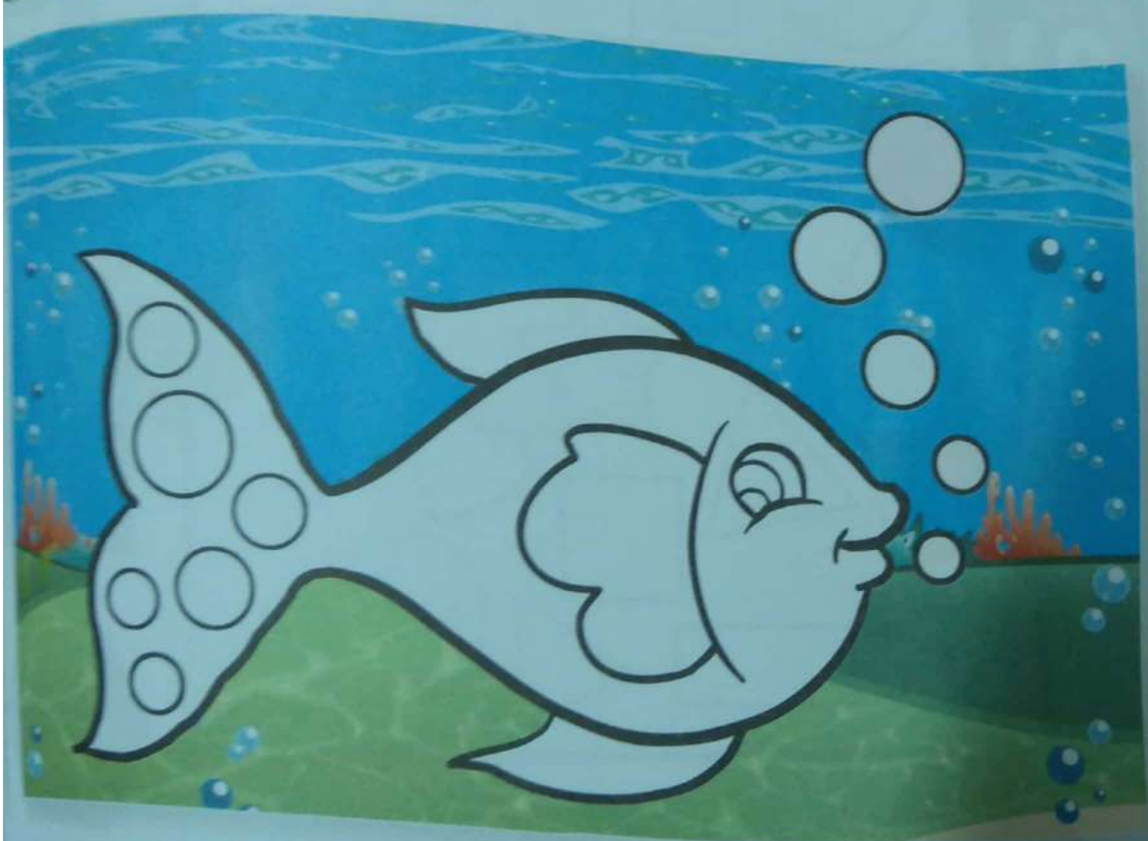


Solids and shapes

...lour the rectangles in yellow, the squares in red, ...e circles in green and the triangles in blue

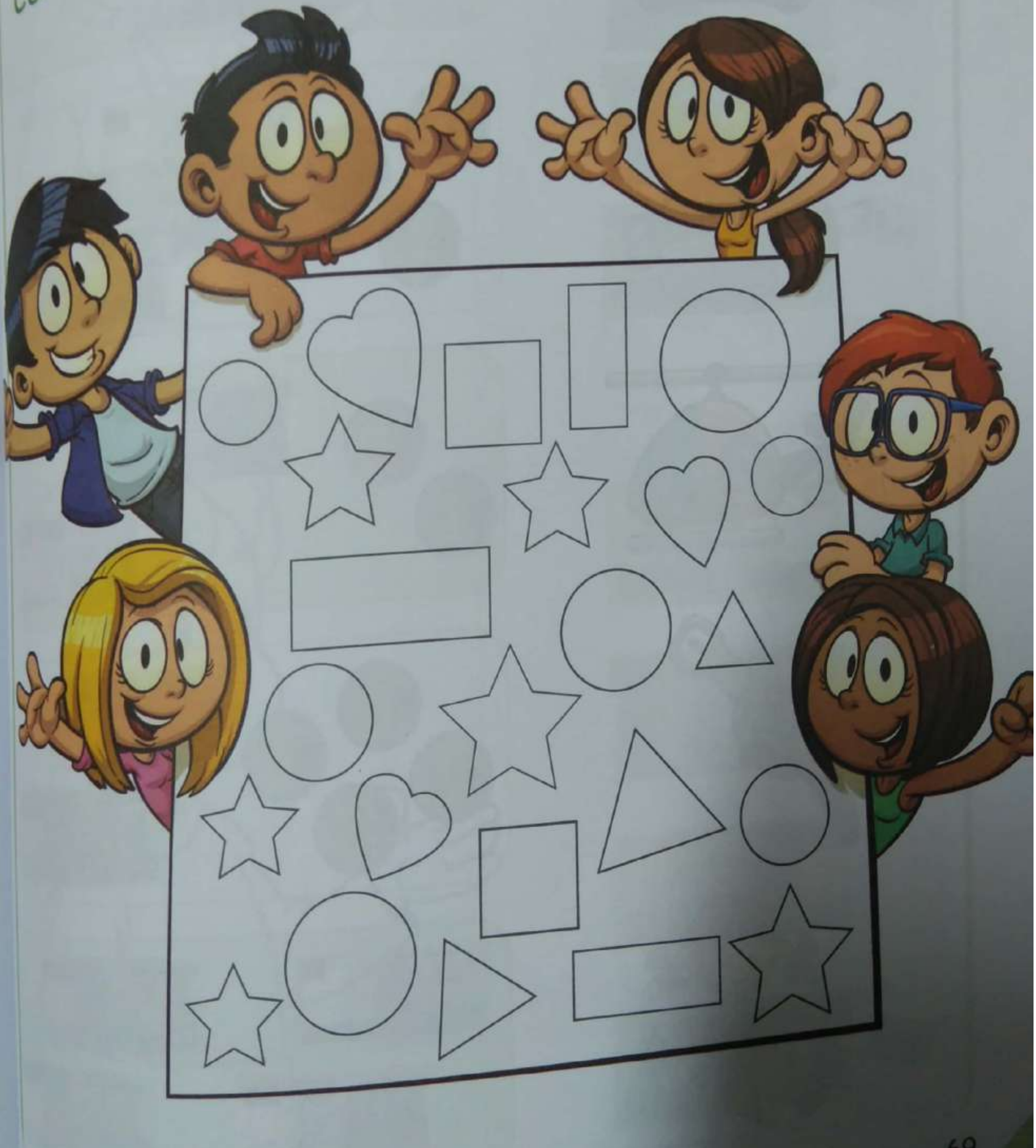


...olour the circles in blue



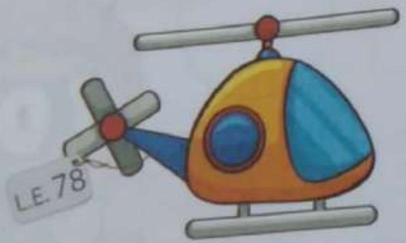
Draw a line to match each shape to its shadow

Colour the circles in orange
Colour the squares in green
Colour the rectangles in blue
Colour the triangles in purple
Colour the hearts in red
Colour the stars in yellow



Money

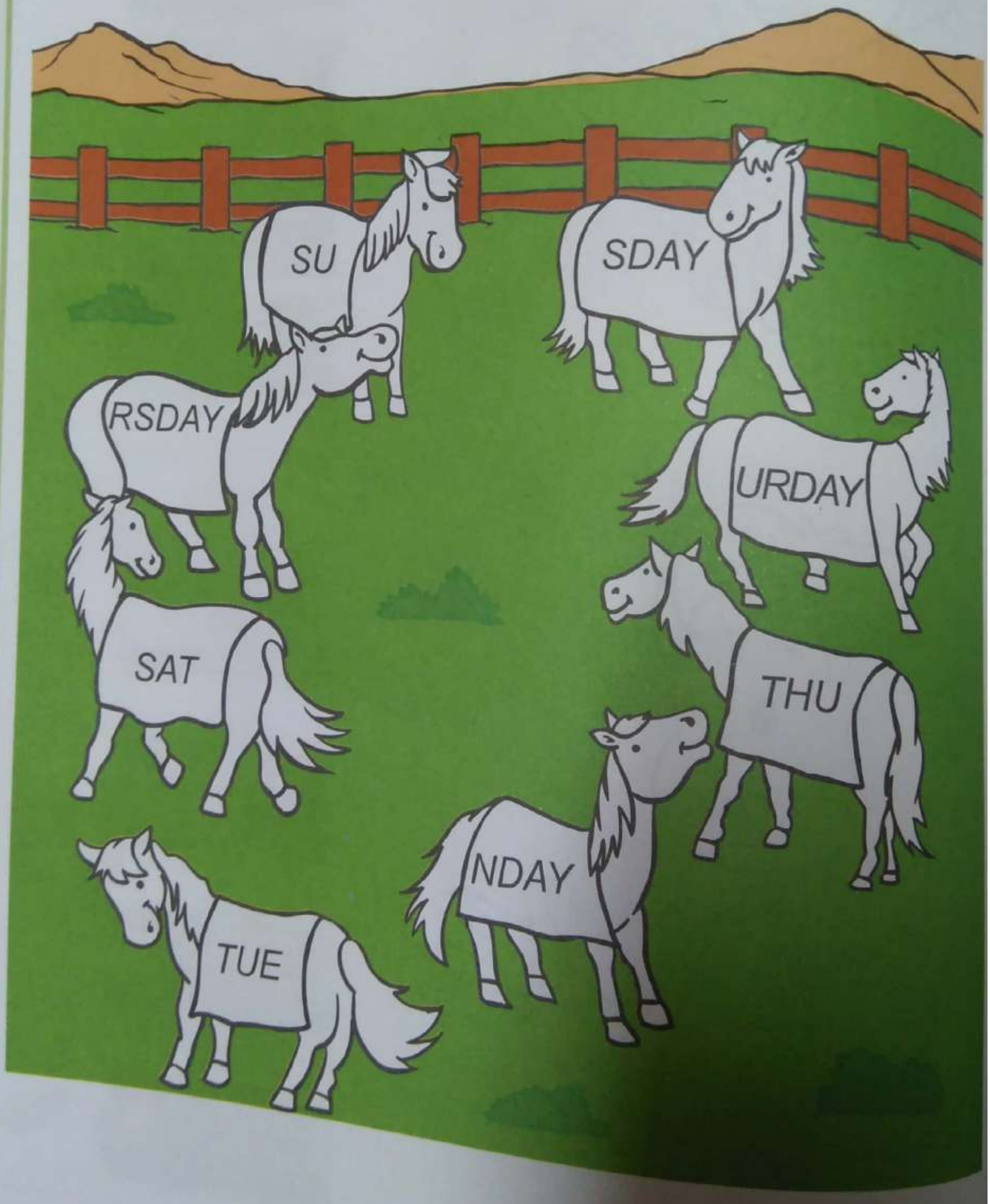
Join each one to its price



Colour the one who has the most money

Days of the week

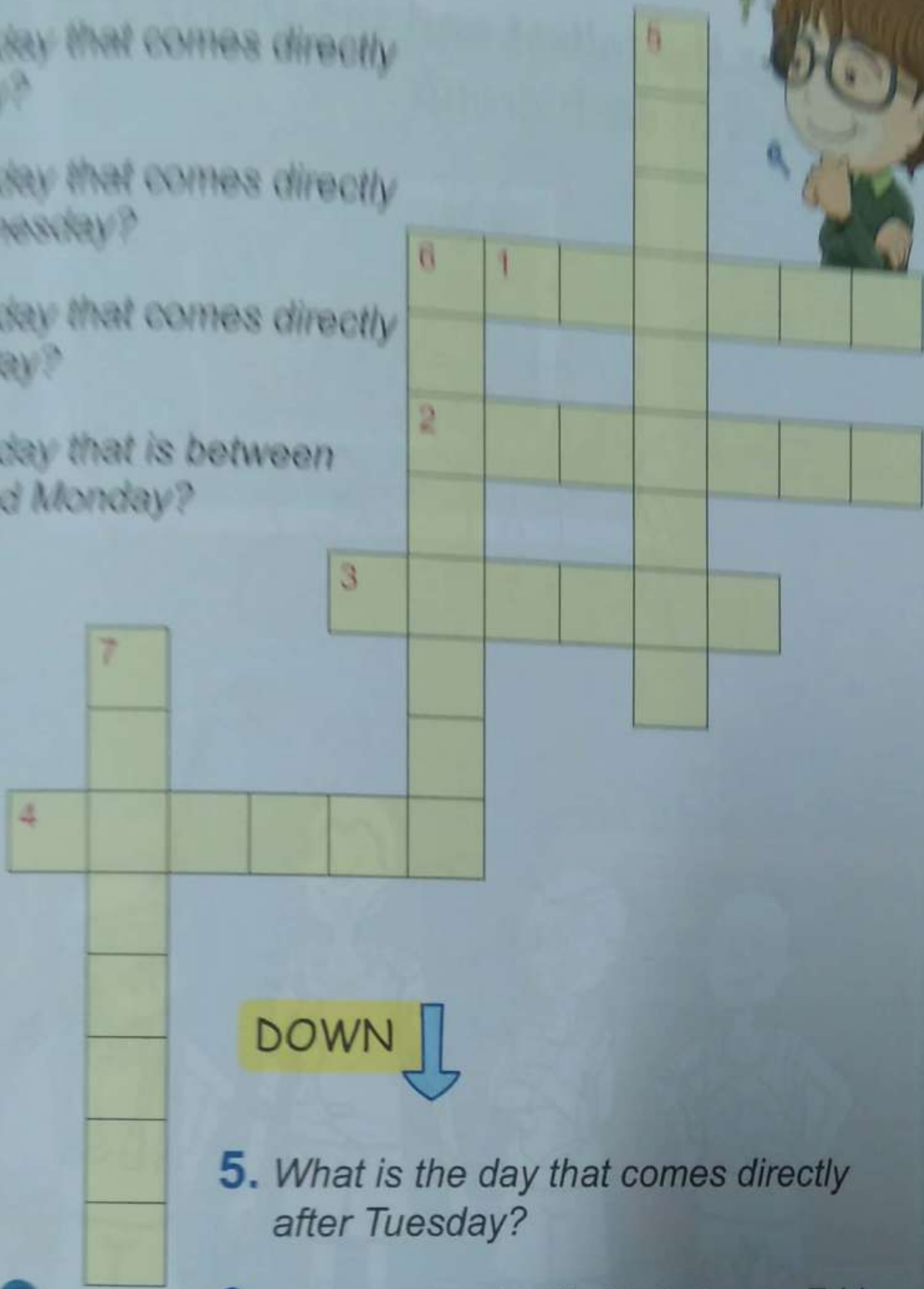
Colour the two horses that make the name of the day with the same colour



Write the correct answer in the boxes provided

ACROSS

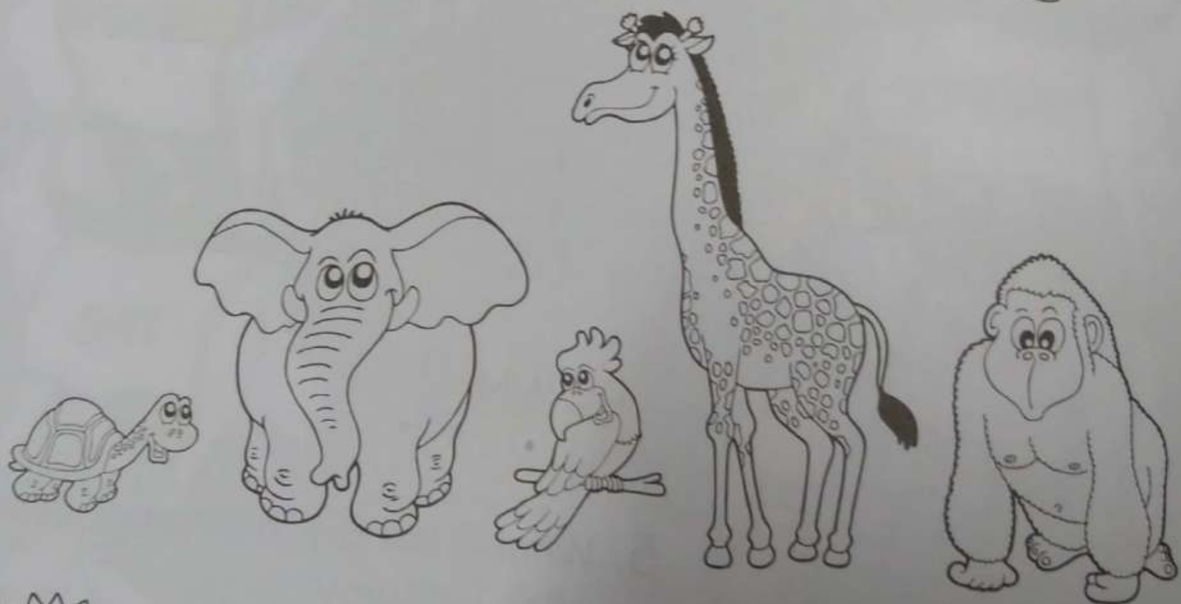
1. What is the day that comes directly after Sunday?
2. What is the day that comes directly before Wednesday?
3. What is the day that comes directly after Thursday?
4. What is the day that is between Saturday and Monday?

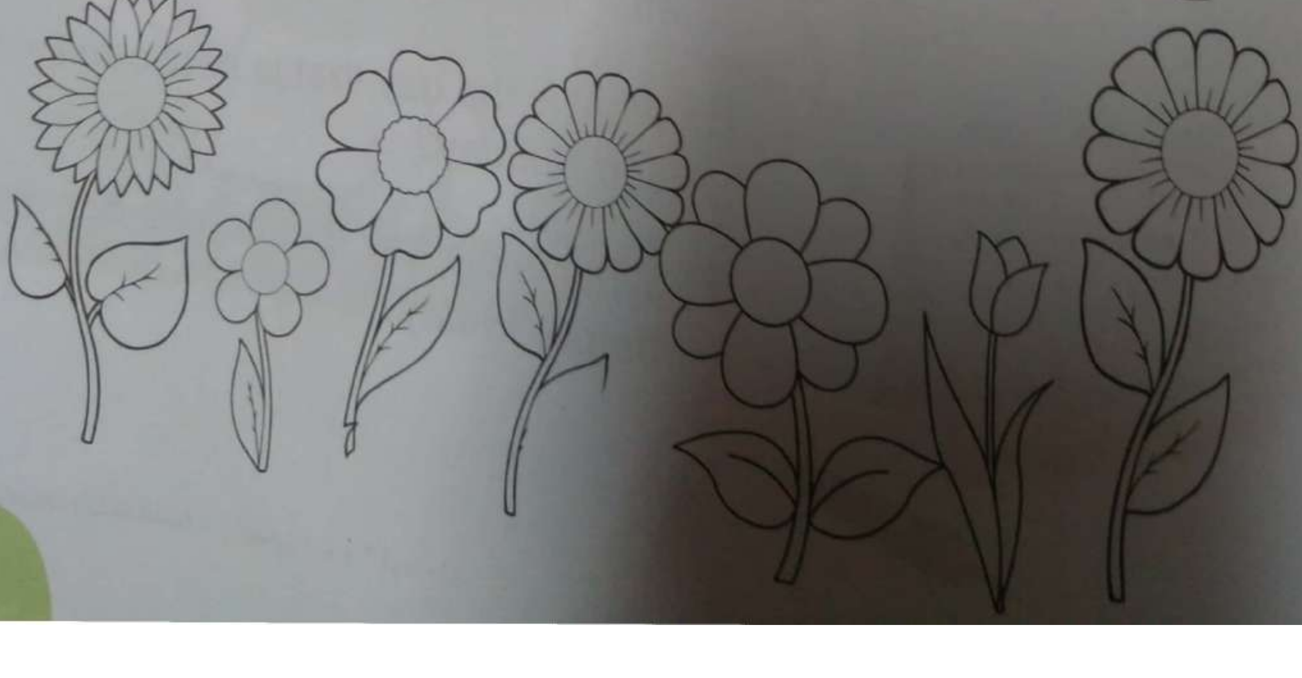


DOWN

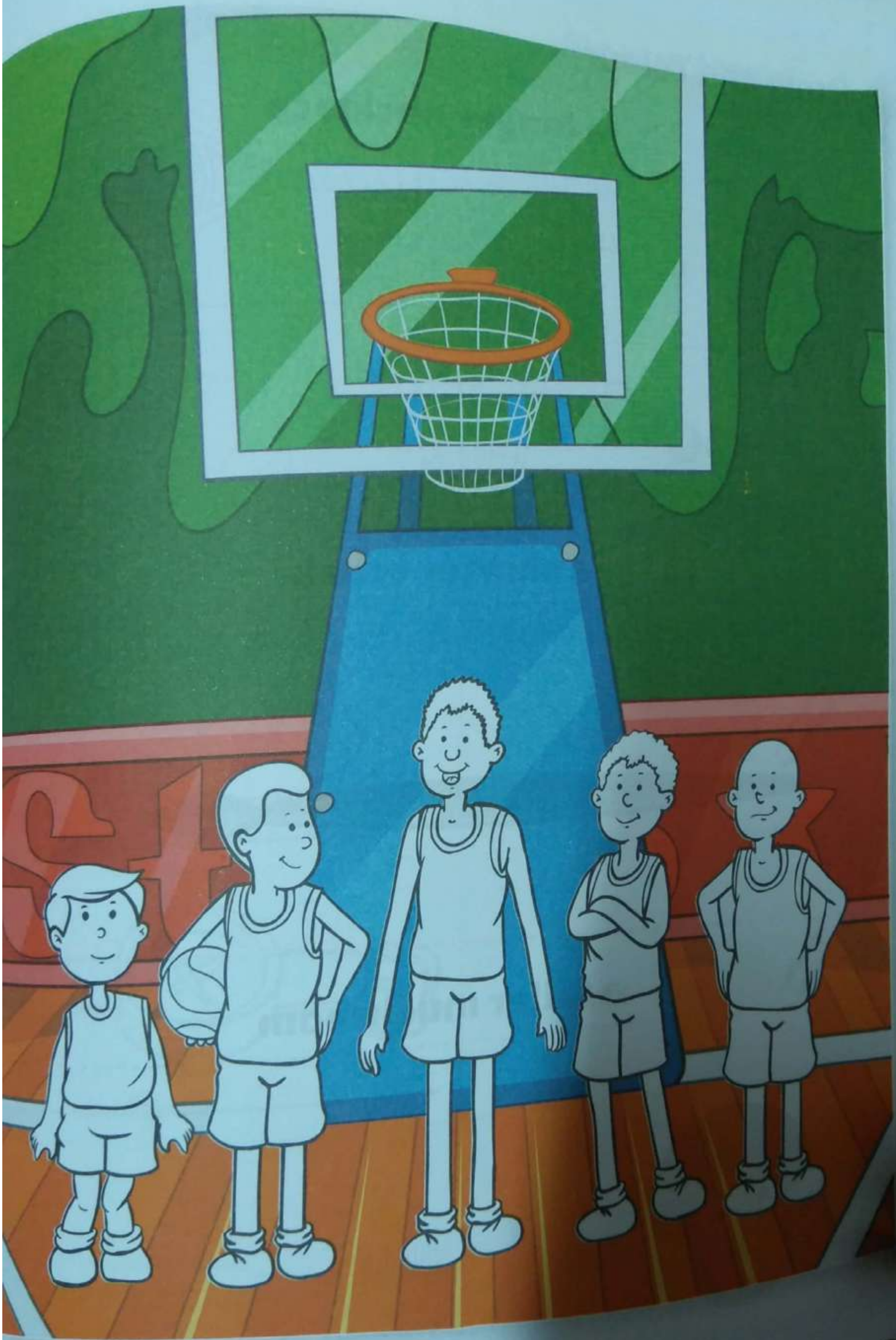
5. What is the day that comes directly after Tuesday?
6. What is the day that is between Friday and Sunday?
7. What is the day that comes directly before Friday?

Colour the tallest and the shortest in different colours in each group





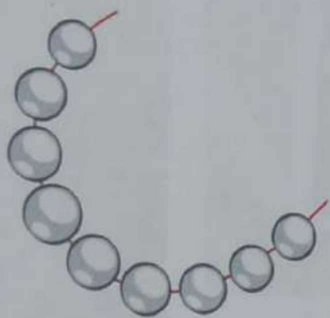
Colour the tallest player in red and the shortest player in green



Measuring lengths

Draw and colour

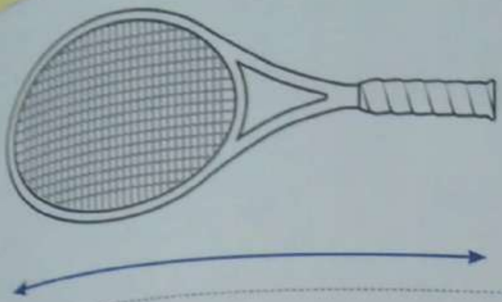
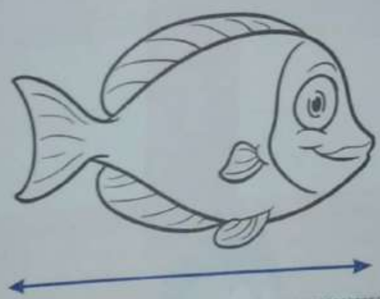
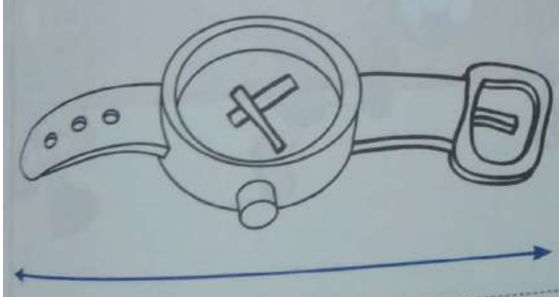
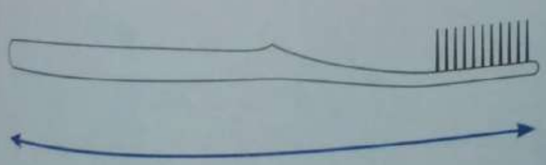
a longer necklace



a shorter brush

a taller mushroom

Colour the objects and measure the length of each of them by using 📎 as a unit

Object	Measurement
	About ☐ 📎
	About ☐ 📎
	About ☐ 📎
	About ☐ 📎
	About ☐ 📎

Colour the graph below according to the number of each animal

6					
5					
4					
3					
2					
1					